

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Sorensen Elementary Campus Improvement Plan 2018 - 2019

Board Approved:

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

Mrs. Maricela Cortez, Principal

Alfred Sorensen Elementary

Campus Plan

2018-2019

Sammy Sorensen Bears

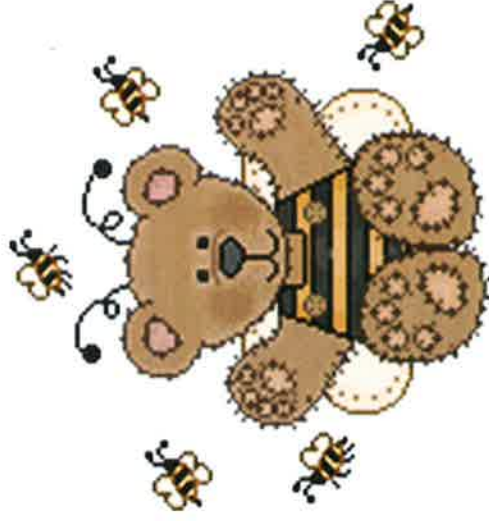


Pharr-San Juan-Alamo Independent School District

Alfred Sorensen Elementary

Campus Plan

2018-2019



Bears



Table of Contents

I	Mission Statement	A
II	Vision Statement	B
III	Belief Statement	C
IV	Strategic Planning	D
V	S.B.D.M. Council	E
VI	Personnel	F
VII	Goal 1 – Student Achievement	1
VIII	Goal 2 – Pre-School and Middle School Transition Plan	42
IX	Goal 3 – Student Attendance	43
X	Goal 4 – Recruitment and Retention of Quality Staff	48
XI	Goal 5 – Title I/State Compensatory Education Staff	49
XII	Goal 6 – Staff Development	50
XIII	Goal 7 – Staff Attendance	58
XIV	Goal 8 – Parental & Community Involvement	59
XV	Involucrar a los Padres	
XVI	Goal 9 – Comprehensive Needs Assessment	65

Pharr-San Juan-Alamo Independent School District
Alfred Sorenson Elementary

Staff
2018-2019

School Administration

Maricela Cortez, Principal

Samuel Catillo, Assistant Principal

Claudia Obregon, Counselor

Yrasema Urbina, CLL

3rd Grade

Gonzalez, Lucia
Perez, Corina
Rios, Adriana
Rodriguez, Keshyla

4th Grade

Bustamante, Gloria
Galindo, Tania
Garza, Lorena
Reyna, Crystal
Torres, Jessica

5th Grade

Flores, Elizabeth
Lozano, Nicole
Quezada, Diana
Sifuentes, Noelia
Uribe, Edmundo

Pre-Kinder

Escobedo, Crystal
Flores, Kytzel
Lopez, Jeannette
Sikva, Bianca

Kindergarten

Chavez, Yisel
Esquivel, Berta
Quiroz, Blanca
Zamora, Mayra

1st Grade

Flores, Cristina
Gonzalez, Maria Rita
Martinez, Debbie
Nava, Ana

2nd Grade

De Hoyos, Eva
Garza, Zafira
Landeros, Denise
Maldonado, Ayra
Ryan, Diana

Teaching Assistants

Ayala, Rachel
Fernandez, Luz Maria
Garcia, Gladis
Gonzalez, Cristal
Gonzalez, Manulita
Hernandez, Adela
Juarez, Jose A.
Lucero, Claudia
Martinez, Martha
Medina, Brenda
Montalvo, Felicia
Nelda Garza
Palacios, Herlinda
Reyna, Araceli
Suarez, Cynthia
Tavares, Maria

Resource

Rodriguez, Celena - Self-Cont.
Garcia, Liana - LD/CM
Gonzales, Gilberto - P.E. Coach
Lopez, Gloria - Librarian
Diaz, Orlando - Music

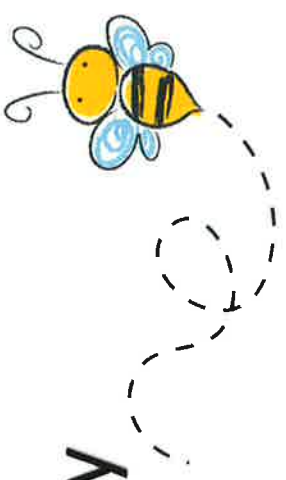
Cafeteria

Casto, Monica
Davila, Itandevy
Dimas, Yolanda
Ramos, Irma
Perez, Noemi
Reynoso, Monica
Custodians
Camarillo, Cirilo
Castillo, Delfina
Jackson, Albert
Rodriguez, Everardo

Pre-K Aide
Kinder Aide
PEIMS
Pre-K 3 Aide
Self-Cont. Aide
Pre-K Aide
P.E. Aide
Parent Educator
Kinder Aide
Self-Cont. Aide
Receptionist
Librarian
Secretary
LD Res Aide
Computer Lab
Pre-K Aide

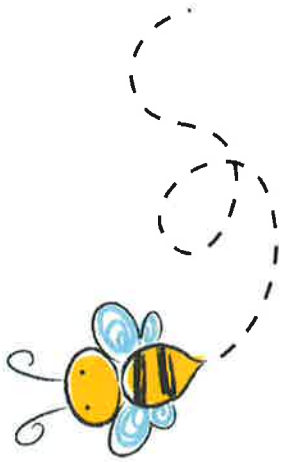
Pharr-San Juan-Alamo Independent School District

Alfred Sorensen Elementary



Mission Statement

2018-2019



The mission of Sorensen Elementary School is to instill the importance of a well-rounded education to enable all students to become productive citizens.

In partnership with parents and community, we are committed to provide a quality instructional program that sets the foundation for all future learning.



Pharr-San Juan-Alamo Independent School District

Alfred Sorensen Elementary

Vision Statement

2018-2019



Sorensen Elementary School expects to develop knowledgeable and high achieving students. This will be accomplished through quality instructional programs in a caring and trusting environment.

Sorensen Elementary will be provided with adequate funds for specialized material and resources. Also, we will expect to receive a high level of positive support from the parents, the community, the Board of Education, and the Central Administrative Staff.











Phair-San Juan-Alamo Independent School District

Alfred Sorensen Elementary

Belief Statement

2018-2019

We believe that

-  The purpose of education is to educate, enhance and instill the importance of a well-rounded education to enable students to become productive citizens in an ever-changing world.
-  Effective schools united with the community provide a nurturing environment that is essential, assuring all students to be successful.
-  Successful students should be able to achieve goals through multiple opportunities that prepare them to lead productive lives in the world community.
-  Excellent teachers should nurture, motivate and instill in students by their own example that learning is a lifelong process.
-  Learning is a natural, ongoing, fun and rewarding process that begins in the home.
-  Parents together with the school will influence their children's positive growth socially and academically.
-  Quality instructional programs are adequately funded to provide training for professional growth and incorporate modern technology for the achievement of all students.
-  All segments of the community will be actively involved in education by having a good partnership with schools academically and socially with fair accessibility to everyone.

Alfred Sorensen Elementary

STRATEGIC PLANNING

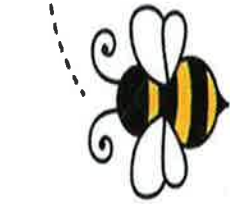
We believe that

1. The purpose of education is to educate, enhance and instill the importance of a well-rounded education to enable students to become productive citizens in an ever-changing world.
2. Effective schools united with the community provide a nurturing environment that is essential assuring all students to be successful.
3. Successful students should be able to achieve goals through multiple opportunities that prepare them to lead productive lives in the world community.
4. Excellent teachers should nurture motivate and instill in students by their own example that learning is a lifelong process.
5. Learning is a natural, ongoing, fun and rewarding process that begins in the home.
6. Parents together with the school will influence their children's positive growth socially and academically.
7. Quality instructional programs are adequately funded to provide training for professional growth and incorporate modern technology for the achievement of all students.
8. All segments of the community will be actively involved in education by having a food partnership with schools academically and socially with fair accessibility to everyone.

D

Pharr-San Juan-Alamo Independent School District Alfred Sorensen Elementary Site-Based Decision Making Council

2018-2019



School Administration

Maricela Cortez, Principal
Samuel Castillo, Assistant Principal
Claudia Obregon, Counselor

Teaching Assistants

Maria Tavares
Adela Hernandez
Nelda Garza
Rachel Ayala

Community Members

Maria E. Martinez

Professionals

Gloria Lopez --Librarian
Jeannette Lopez --PK
Yisel Chavez --Kinder
Cristina Flores --1st Grade
Zahira Garza --2nd Grade
Lucia Gonzales --3rd Grade
Gloria Bustamante --4th Grade
Banesa Flores --5th Grade

Parent Educator

Parent

Maira Salinas



E

Pharr-San Juan-Alamo Independent School District

Alfred Sorensen Elementary

Goals

2018-2019

- I. *Improve Student Achievement*
- II. *Pre-School Transition Plan*
- III. *Improve Student Attendance*
- IV. *Recruitment and Retention of Quality Staff*
- V. *Title I / State Compensatory Education Staff*
- VI. *Provide adequate Staff Development*
- VII. *Improve Staff Attendance*
- VIII. *Maximize Parental and Community Involvement*
- IX. *Appendices*



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
Pre-Kinder

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
TELPAS	Students remain on same level.	Recruit/hire oral language teachers
Reading	Students struggle with Reading fluency and comprehension.	* Balanced Literacy for early grades. * SSRW

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2018-2019

**COMPREHENSIVE NEEDS ASSESSMENT
KINDER**

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
<p>Texas Assessment of Knowledge & Skills, 3rd - Exit Level</p>		
<p>TELPAS Kindergarten</p>	<ul style="list-style-type: none"> * Many Students are at Beginners level * Letter recognition & letter sound Correspondence * 20 students - 0% Adv. High 	<ul style="list-style-type: none"> * More English Oral Language * More English Nursery Rhymes * Participate in English singing (music) * More small group time * Implement more awareness into PK
<p>Texas Primary Reading Inventory/ Tejas Lectura en Español Kindergarten - 2nd</p>	<ul style="list-style-type: none"> * 38% pre 60% post TPRI * 6% pre 44% post Tejas * Students struggling w/phonological awareness * Lack of correlation in learning & testing for Tejas Lee (syllables vs individual letters. 	<ul style="list-style-type: none"> * Expose them to literature that assist themselves in drawing conclusions, making inferences, predicting * Continued use of AR program * Target small groups * teacher focus on breakdown of syllables into ind. Sounds

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
KINDER

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
<p>TELPAS K-5th</p>	<ul style="list-style-type: none"> * Students remain at same level. * Letter recognition & letter sound Correspondence * 20 students - 0% Adv. High * 38% pre * 6% pre * Students struggling w/phonological awareness * Lack of correlation in learning & testing for Tejas Lee (syllables vs individual letters. 	<ul style="list-style-type: none"> * More English Oral Language * More English Nursery Rhymes * Participate in English singing (music) * More small group time * Professional development for teachers (ELP) * Increase more awareness in PK * Expose them to literature that lend themselves to draw conclusions, making inferences, predicting * Continued use of AR program * Target small groups with intervention * Teacher focus on breakdown of syllables into individual/sounds
<p>Texas Primary Reading Inventory/ Tejas Lectura en Español Kindergarten - 2nd</p>		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
FIRST GRADE

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
Texas Assessment of Knowledge & Skills, 3rd - Exit Level	<ul style="list-style-type: none"> * Lacking vocabulary, comprehension and fluency. 	<ul style="list-style-type: none"> * For fluency paired reading * Vocabulary incorporate visual and thinking maps - oral practice * Comprehension strategies
TELPAS 1st Grade	<ul style="list-style-type: none"> * Percentage of Advanced High students is very low * Students unable to desegregate phonemes 	<ul style="list-style-type: none"> * Provide more English (ESL) oral language instruction by increasing the time and purchasing resources as needed. * Modeling desegregation on phonemes from syllables. * Include more visual, peer tutoring
Texas Primary Reading Inventory/ Tejas Lectura en Español	<ul style="list-style-type: none"> * Results show that number of students at independent level has increased * Fluency in below levels 	<ul style="list-style-type: none"> * Continue using reading strategies and focus on comprehension and fluency. * Purchase materials as needed * Practice of sight words and Fluency practice daily * Tutors (peer)

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
FIRST GRADE

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
STAAR	* Lacking vocabulary, comprehension and fluency.	* For fluency reading * Vocabulary incorporate visual and thinking maps - oral practice * Comprehension strategies
TELPAS 1st Grade	* Percentage of Advanced High students is very low * Students unable to decode phonemes	* Provide more English (ESL) oral language instruction by increasing the time and purchasing resources as needed. * Modeling desegregation on phonemes from syllables. * Include more visual, peer tutoring
Texas Primary Reading Inventory/ Tejas Lectura en Español	* Results show that number of students at independent level has increased * Fluency in below levels	* Continue using reading strategies and focus on comprehension and fluency. * Purchase materials as needed * Practice of sight words and Fluency practice daily * Tutors (peer)

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
SECOND GRADE

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
Texas Assessment of Knowledge & Skills, 3rd - Exit Level	* Below level vocabulary	* Visual and oral practice word walls (interactive)
TELPAS Kindergarten - 2nd	Change is gradual	Encourage students to use English language continue with current programs and interventions. Staff development for oral language.
Texas Primary Reading Inventory/ Tejas Lectura en Español Kindergarten - 2nd	* We found that there was a 24% increase in fluency >90 among all students with the ELL's 9% fluency > 90. At risk 44% Economically Disadvantage results show 40% ↑ * Lack vocabulary * Lack of comprehension	* Recommend more readers theatre, more pod reading opportunities refer to TPRI intervention activities. Conference with parents on assessment results. Invite authors and meaningful "visitors" to read to students. * Purchase more spanish books. * Purchase computer software useful for reading Chapter books & others in Spanish

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
SECOND GRADE

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
<p>STAAR 3rd - Exit Level</p>	<p>* Below level vocabulary * Weak writing skills</p>	<p>* Visual and oral practice word walls (interactive) * Writing Consultants</p>
<p>TELPAS Kindergarten - 2nd</p>	<p>Language acquisition</p>	<p>Increase opportunity for students to use English language continue with current programs and interventions. Staff development for oral language.</p>
<p>Texas Primary Reading Inventory/ Tejas Lectura en Español Kindergarten - 2nd</p>	<p>* We found that there was a 24% increase in fluency >90 among all students with the ELL's 9% fluency > 90. At risk 44% Economically Disadvantage results show 40% ↑ * Lack vocabulary * Lack of comprehension * Lack of Reading Fluency</p>	<p>* Recommend more readers theatre, more pod reading opportunities refer to TPRI intervention activities. Conference with parents on assessment results. Invite authors and meaningful "visitors" to read to students. * Purchase Junie B. Jones chapter books & others in Spanish. * Purchase computer software useful for reading Chapter books & others in Spanish</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019
COMPREHENSIVE NEEDS ASSESSMENT
3rd - 5th

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
Texas Assessment of Knowledge & Skills, 3rd - 5th Sub-Groups * Migrants * Sp. Ed. * EL	Sp. Ed. 9 tested (8met) - 89% in Rdg. 2 tested (1 met) - 50% in Science EL 63 tested (52 met) -83% in Rdg. 63 tested (55 met) - 87% in Math	Mig. - Hire student tutors Small group instruction Sp. Ed. - More staff development for Sp. Ed. Teachers One to one instruction EL - Continue tutoring (Sat. & afterschool) more Eng. Instruction/Oral Language. Peer tutoring Read aloud in class resources
TAKS - Modified; TAKS-Alt: TAKS-Accommodated, etc., LAT		
TELPAS		
Texas Primary Reading Inventory/ Tejas Lectura en Español		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2018-2019

COMPREHENSIVE NEEDS ASSESSMENT

3rd - 5th

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
<p>STAAR 3rd - 5th</p> <ul style="list-style-type: none"> * Sub-Groups * Migrants * Special Education * EL * Eco. Disadvantaged * All Students 		<ul style="list-style-type: none"> Mig. - Hire student tutors Small group instruction Sp. Ed. - More staff development for Sp. Ed. Teachers One to one instruction EL - Continue tutoring (Sat. & afterschool) increase Eng. Instruction/Oral Language. Peer tutoring Read aloud in class resources
<p>STAAR 3rd - Exit Level</p>		<ul style="list-style-type: none"> *Teacher Professional Development *Consultants *Observation of Teachers in other schools *Observation in each other's class rooms

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2018-2019

**COMPREHENSIVE NEEDS ASSESSMENT
CURRICULUM AND INSTRUCTION**

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
<p align="center">STAAR</p> <p>3rd - Exit Level</p>	<p>We found that the areas of need based on below 90% achievement were:</p> <ul style="list-style-type: none"> * 3rd Grade: Migrant-Reading & Math * EL - Math * 4th Grade: Writing * EL - Reading & Math * 5th Grade: Migrant - Reading * EL - Reading, Math, Science * Sp. Ed. - Reading, Math, Science. 	<p>* In the areas of reading and math for 3rd grade - Exit level we recommend developing reading and math strategies by having our staff members attend staff development that target these skills.</p> <p>In the area of 5th grade science we recommend on going science staff development and STAAR aligned assessments. We also recommend keeping up to date with consumables and alignment within grade levels.</p> <p>4th Grade writing teachers need Professional Developments.</p>
<p align="center">TELPAS</p>		<p align="center">Continue to work towards moving students up a test each year</p>
<p>Texas Primary Reading Inventory/ Tejas Lectura en Español</p>		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2018-2019

**COMPREHENSIVE NEEDS ASSESSMENT
CURRICULUM AND INSTRUCTION**

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
Texas Assessment of Knowledge & Skills, 3rd - Exit Level	We found that the areas of need based on below 90% achievement were: * 3rd Grade: Migrant-Reading & Math * EL - Math * 4th Grade: Migrant - Reading & Math * EL - Reading & Math * 5th Grade: Migrant - Reading * EL - Reading, Math, Science * Sp. Ed. - Reading, Math, Science.	* In the areas of reading and math for 3rd grade - Exit level we recommend developing reading and math strategies by having our staff members attend staff developments that target these skills. We also need the district to purchase the materials needed for implementation. In the area of 5th grade science we recommend on going science staff development and STAAR aligned assessments. We also recommend keeping up to date with consumables and alignment within grade levels.
TAKS - Modified; TAKS-Alt; TAKS-Accommodated, etc., LAT		
<p align="center">TELPAS</p>		
Texas Primary Reading Inventory/ Tejas Lectura en Español		Continue to work towards moving students up a test each year <p align="center">Level</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

2018-2019

COMPREHENSIVE NEEDS ASSESSMENT

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

<p>Attendance</p> <p>Pre-Kindergarten - 5th</p>	<p>Special Ed. Population is below state and district expectations.</p>	<p>Teachers will look at weekly and monthly reports. Conference with parents as need.</p>
<p>Highly Qualified Staff Survey</p> <p>Staff Development</p>	<p>All staff is highly qualified.</p> <ul style="list-style-type: none"> * EL 80% in 3rd Math * EL 83% in 4th Reading * Sp. Ed. 50% in 5th Science 	<p>Continue to hire highly qualified staff</p> <p>3rd - 5th More math training for lower grades</p> <p>Based on TAKS Performance</p> <ul style="list-style-type: none"> * Provide Staff Development - Diana Ramirez * Provide Science Development - Stacey Solis (K-2 also) * Provide Staff Development - Garland Linkenhoger
<p>Site-Based Decision-Making Survey</p> <p>Parental Involvement Survey</p>	<ul style="list-style-type: none"> * Parents would like meeting in the evenings too * Child care is major reason for not attending meetings <p>ESL/GED classes.</p>	<ul style="list-style-type: none"> * Initial letters sent out for recruiting parents two times a year stating benefits of being a volunteer ex. Technology, nutrition, ESL/GED, health. * Letter for meetings a week before and a reminder the day before and posted on school marquee. * interactive take home projects

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019**

COMPREHENSIVE NEEDS ASSESSMENT

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

Facilities, Furniture, Equipment	<ul style="list-style-type: none"> * 22:1 ratio was exceeded in 1st grade * increased RR facilities * Ventilation in existing RR's 	<ul style="list-style-type: none"> * Build new elementaries * One campus will be opened in Fall 2010 to serve students in San Juan * Additional campuses will be opened in Fall 2011
Technology	<ul style="list-style-type: none"> * More computers in classrooms * Need to update old printers. * Replace overhead projectors * Need Spanish technology resources 	<ul style="list-style-type: none"> * Buy 5 computers per year for campus. * Buy 5 printers per year. * Buy document readers for lower grades. * Camera per grade level * TV's in each classroom * Get new soft ware in Spanish

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019**

COMPREHENSIVE NEEDS ASSESSMENT

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

<p>Attendance</p> <p>Pre-Kindergarten - 5th</p>	<p>Special Ed. Population is below state and district expectations.</p>	<p>Teachers will look at weekly and monthly reports. Conference with parents as need.</p>
<p>Highly Qualified Staff Survey</p> <p>Staff Development</p>	<p>All staff is highly qualified.</p> <p>* EL 80% in 3rd Math</p> <p>* EL 83% in 4th Reading</p> <p>* Sp. Ed. 50% in 5th Science</p>	<p>Continue to hire highly qualified staff</p> <p>3rd - 5th Additional math training for lower grades</p> <p>Based on TAKS Performance</p> <p>* Provide Staff Development -</p> <p>* Provide Science Development - Susana Ramirez (K-2 also)</p> <p>* Provide Staff Development -</p>
<p>Site-Based Decision-Making Survey</p> <p>Parental Involvement Survey</p>	<p>* Child care is major reason for not attending meetings</p> <p>ESL/GED classes.</p>	<p>* Initial letters sent out for recruiting parents two times a year stating benefits of being a volunteer ex. Technology, nutrition, ESL/GED, health.</p> <p>* Letter for meetings a week before and a reminder the day before and posted on school marquee. (Need a school marquee)</p> <p>* interactive take home projects</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
2018-2019**

COMPREHENSIVE NEEDS ASSESSMENT

Sorensen Elementary School is a progressive school working towards improving education through a variety of avenues. This year's comprehensive needs assessment is as follows:

ITEMS REVIEWED	KEY FINDINGS	RECOMMENDATIONS FOR IMPROVEMENT
	Community/parent parking area.	Need curb removed for cars to enter. Need asphalt for parent parking

Pharr-San Juan-Alamo Independent School District

List of all programs on the elementary campus, including Federal Programs
2018-2019

Sorensen Elementary	Grade Levels Served										Special Population Served																	
	Pre-kinder	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Special Ed.	Recent Immigrant	Bilingual	Migrant	Eco. Disadv.	At Risk	G/T	SCE	Title I Part A	Title I Migrant	Title II TPTR	Title III Part D (Tech)	Bil./Imm.	Title V Innovative	G/T	Special Ed.	State Technology	State Bilingual	Local	Grant	
Tutoring		X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Accelerated Reading Instruction		X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Reduced Pupil: Teacher Ratio																		X										
Oral Language/Reading Resource				X	X	X	X	X	X	X	X	X	X	X	X													
Paraprofessional to reinforce instr.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
Computer Assisted Instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
Parental Involvement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Technology Representative	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									X				
Music Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Do The Math		X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Voyager		X	X	X	X	X	X	X	X	X	X	X	X	X	X													
Special Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Content Mastery	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Resource	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Read Well	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Lexia		X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Building Blocks/SRA	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
- Language Grammar						X	X	X	X	X	X	X	X	X	X								X					
PDCD Unit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								X					
Reach (ESL)		X	X	X	X	X	X	X	X	X	X	X	X	X	X													

Sorensen Elementary
School

Mrs. Maricela Cortez
Principal

**Pharr-San Juan-Alamo Independent School District
 INTEGRATED CAMPUS IMPROVEMENT PLAN CHECKLIST
 Sorensen Elementary School
 2018-2019**

<u>CIP Criteria</u>	<u>Yes</u>	<u>No</u>	<u>CIP Page #s</u>
1. Was a comprehensive needs assessment of the entire school conducted?	<u>X</u>	___	<u>AA</u>
2. Did the needs assessment obtain feedback from all the stakeholders?	<u>X</u>	___	
3. Are the campus plan and the district plan mutually supportive?	<u>X</u>	___	
4. Does the campus plan contain long-range goals that support the district goals?	X	___	
5. Does the campus plan contain annual objectives? (Copy of Projection Scores Chart should be included as an appendix.)	X	___	
6. Are the objectives written in measurable terms?	X	___	
7. Do the objectives address the Academic Excellence indicators?	X	___	
8. Are the initiatives, strategies, and activities designed to achieve the campus goals and objectives?	X	___	
9. Are the needs of special populations addressed, by subgroup , in the plan?	X	___	
10. Have timelines been established to accomplish the initiatives, strategies, and activities?	X	___	
11. Have resources been allocated to support the initiatives, strategies, and activities?	X	___	
12. Have persons responsible for leading, coordinating, and completing the tasks been designated?	X	___	
13. Is staff development to carry out the initiatives, strategies and activities included in the plan?	X	___	
14. Does the campus plan include formative evaluations?	X	___	
15. Does the campus plan include summative evaluations?	X	___	
16. For your T-I Schoolwide campus, does the plan include: Reform strategies that are research-based and provide opportunities for all children to meet the state's proficient and advanced levels for Student performance?	X	___	<u>1-41</u>

Integrated Campus Plan Checklist, pg. 2

Campus: Sorensen Elementary

School Year: 2018-2019

* Mastery skills: a description of how the school evaluates, in an on going way, the progress of students who experience difficulty so that interventions can be timely and effective?	<u>X</u>	<u> </u>	<u>1-41</u>
* Strategies for attracting highly qualified staff?	<u>X</u>	<u> </u>	<u>48</u>
* Strategies to ensure that staff are highly qualified and have the knowledge and teaching skills to enable students to meet the state's challenging content and performance standards?	<u>X</u>	<u> </u>	<u>48</u>
* Professional development: activities designed to improve the teaching of academic subjects and enable all students to pass STAAR	<u>X</u>	<u> </u>	<u>48,50-58</u>
* Parental involvement: strategies that strengthen both the quality and quantity of parent and family involvement in the schoolwide program, including development/review of home/school compacts and literacy programs?	<u>X</u>	<u> </u>	<u>59-64</u>
* Transition of Preschool children: a description of how elementary programs ensure a smooth transition from early childhood programs such as Head Start Even Start?	<u>X</u>	<u> </u>	<u>42</u>
* Strategies to ensure coordination of federal, state, and local services and programs, and integration with the schoolwide program?	<u>X</u>	<u> </u>	<u> </u>
* Measures to involve teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve, the academic achievement of individual students and the overall instructional program?	<u>X</u>	<u> </u>	<u>1 – 41</u>
* A list of Local, State, and other Federal Programs that will be coordinated and integrated with the schoolwide program?	<u>X</u>	<u> </u>	<u>1 – 64</u>
17. Does the campus plan include strategies for violence prevention and intervention?	<u>X</u>	<u> </u>	<u>35-38</u>
18. Does the campus plan include higher education admissions/financial aid,	<u> </u>	<u> </u>	<u>N/A</u>
19. Does the campus plan identify the number of FTEs (full-time equivalents) paid out of State Compensatory Education (SCE) funds?	<u>X</u>	<u> </u>	
20. Does the campus plan identify the amount and use of SCE funds?	<u> </u>	<u> </u>	
21. Was the Campus Performance Objectives Council (CPOC) involved in the planning process for the campus improvement plan?	<u>X</u>	<u> </u>	
22. Did the CPOC approve the campus plan, including staff development? (Copy of meeting agenda and minutes should be included as an appendix.)	<u>X</u>	<u> </u>	<u> </u> Date

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE-YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

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STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Conduct Grade Level meetings to analyze data to include: *PRE-LAS 2000 *LAS *Texas Primary Reading Inventory (TPRI)- (K-3) * Tejas Lee (K – 3 rd) *Checklists Pre-K only/New Kinder students *Success Maker Enterprise *Alternative Sp. Ed. Assessment *District Assessments (K-5 th) *Circle Assessment (pk3-PreK) Campus Benchmarks *STAAR Assessments (3 rd -5 th) *AEIS Report TELPAS (K-5 TH) *Send staff for special trainings	All Students Regular ELL G.T. At Risk Special Education Migrant	Teachers	Principal Assistant Principal	25	*Test Scores *AEIS Report	Refer to Appendix A SCE Title I	Aug. '18	June '19	Formative: Data charted for planning and improving student achievement thru walk-throughs, grade level meetings, review benchmark scores Graphs Prioritized needs Programs/strategies in place. Summative: Increased STAAR Scores and improve achievement
Identify needs of all special populations. Identify, select and implement instructional programs to meet the needs of all population groups in all areas. (Adequate Yearly Progress)									

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						BEGINNING	ENDING		
To identify student needs: * Male/Female * Eco. Disadv. PK3 – 5 th * ELL PK3 – 5 th * All Students PK3 – 5 th * Hispanic * White * African-American Participate in school wide project PK3-5 th * Provide after school extended day program based on computer and district test results (3 rd – 5 th) All subjects * Extended Year Program(Tutoring) part time and/or after school & Summer School Instruction Professional Development * Special Instructions Provide and implement instructional Programs to meet the needs of all populations to include PK3 – 5 th * Whole group and small group instruction * Cooperative learning * AR Novels * Learning Centers	Regular ELL G.T. At Risk Special Ed. Migrant	Principal Assistant Principal G.T. Teachers	Principal Assistant Principal	School Wide program Teachers materials snacks for tutoring S.U.C.C.E.S.S. Curr. Model Clever I Station Coding	SCE Refer to Appendix A	Aug. '18 June '19	Aug. '18 Oct. '17 May '17 June '19	AEIS Report Observations, Visitations Evaluations, Walk Throughs, Lesson Plans Test scores Obtain feedback from teachers	
	Regular ELL G.T. At Risk Special Ed. Migrant	Principal Assistant Principal Campus Staff	Principal Assistant Principal	School Wide program Teachers materials Tutoring	Title I Title I SCE	Aug. '18 June '19	Aug. '18 June '19		Observations, Visitations Evaluations, Walk Throughs, Lesson Plans Test scores Obtain feedback from teachers
	Regular ELL G.T. At Risk Special Ed. Migrant	Teachers Math Resource Librarian CIT Lab Manager	Principal Assistant Principal Teachers	Evaluations Informal Walk-Throughs Curriculum Co-Op lessons	Title I SCE	Aug. '18 June '19	Aug. '18 June '19		

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<p>To address student needs:</p> <ul style="list-style-type: none"> * Peer Tutors * Use of technology * Classroom libraries English and Spanish * Implement Sing, Spell, Read, & Write English and Spanish PK3-2nd * Bilingual Strategies • DRA K-5TH <p>Data Projectors (Projectors) Science Pilot Kits 5th grade INSTRUCTION:</p> <ul style="list-style-type: none"> * Classroom instruction will challenge all students to think critically and target areas of low performance as identified by TEKS based STAAR. PK3-5th * Vertical Alignment * Cross Curriculum meetings * Intervisitation B/T grade levels. <ul style="list-style-type: none"> * Grade-level planning * Cluster Meetings • Promethean/Smart Boards Instruction: • Interactive smart boards to allow students tactile correspondence by utilizing programs to target low are as of performance PK3-5th 	<p>Regular ELL G.T. At Risk Special Ed. Migrant 2nd-5th K-5th PreK-5th Regular ELL G.T. At Risk Special Ed. Migrant</p>	<p>Teacher, CIT Librarian, Lab Manager Teachers Teachers Para-professional Teachers</p>	<p>Principal Assistant Principal Principal Assistant Principal Principal Assistant Principal</p>	<p>Success Maker Curriculum Computers Accelerated Reader, Internet Ed Software One professional state-adopted textbooks, various STAAR Curriculums</p>	<p>SCE Refer to Appendix A Title I</p>			<p>Benchmarks Progress reports Students work weekly Assessments</p>

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READING – ALL STUDENTS Implement a quality instructional program to meet the needs of all students. <ul style="list-style-type: none"> Renaissance License for AR Reading for students 1st-5th grades. 	All Students	Teachers	Principal/ Assistant Principal		SCE Title I Refer to Appendix B	Aug. '18	June '19	Formative: Meeting with staff by grade level, cross grade level meetings, progress reports
	ELL At Risk Special Education Migrant Ec. Disadvantaged	Teachers	Principal		TEKS	Aug. '18	June '19	Increased passing scores on STAAR, TPRI, Tejas LEE, TELPAS. TEKS aligned
Conduct diagnostic assessment to guide instruction such as: <ul style="list-style-type: none"> Circle Test Benchmark Las/Telpas 								
Utilize the TEKS to guide instruction and prepare for STAAR. Guidelines-PK3-PK								

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Enhance the state adopted reading program to develop reading skills: *Provide phonemic awareness Instruction - Thinking Maps WFTB - TPRI/Tejas Lee Strategy Book K-2nd - Sing Spell Read & Write PK3-2nd - Reading Materials K-5th - McMillan McGraw Hill Skills Intervention 1 st -5th - Lang arts. *Provide phonics instruction - TPRI/Tejas Lee Strategy/Book K-3rd - Sing Spell Read & Write PK3-2nd - McMillan – Reading Materials - Phonemic Awareness Book (purple/Orange/ books) - DRA	All Students As needed As needed	Teachers	Principal Assistant Principal	Materials T.V., ARI, T-I Title I SCE Local Ch. I Mig. Title I Local Ch. I Mig. Title VI	Aug. '18	May '17	Formative: Teacher Observation Progress Report Report Card

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*Fluency instruction - TPR/Tejas Lee Strategy Book K-3rd - Sing Spell Read & Write PK3-2nd - Frogstreet curriculum - MCMILLAN – Reading Materials K-5th	All Students as needed	Teachers	Principal Assistant Principal	Materials T.V., T-I	Refer to Appendix A	Aug. '18	June '19	Formative: Teacher Observation Progress Report Report Card
- Use Read Aloud Strategies (PK3- 5th) - Use peer reading - DRA *Vocabulary instruction - TPR/Tejas Lee Strategy Book K-2nd - Sing Spell Read & Write PK3-2nd - Mentoring Minds – Reading Materials				Title I Regular Ch. I Mig. Title VI	Refer to Appendix A			-Campus Benchmark Assessment -District Benchmark Assessment
*Text comprehension instruction - TPR/Tejas Lee Strategy Book K-3rd - Sing Spell Read & Write PK3-2nd - Frogstreet Curriculum - MCMILLAN – Reading Materials K-5th				Title I Regular Ch. I Mig. Title VI	SCE			Summative: Increased number of passing scores on STAAR, TPRJ, Tejas LEE

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<ul style="list-style-type: none"> - Provide 30 minutes 1 time a week of I Station/Clever reading instruction - Provide 30 minutes 1 time a week of I Station/Clever reading program - Use Accelerated Reading program to encourage reading - Implement a 15 minute Sustained Silent/Novel Reading time - Enhance oral language development through music/chants/Nursery Rhymes - Utilize activities to promote higher thinking skills/Bloom's Taxonomy - DOK Questioning - Provide classroom libraries <ul style="list-style-type: none"> -Big Books/Lap Books -Books - Class sets / Novels 	<p>3rd – 5th</p> <p>K – 2nd</p> <p>All students (PK3-5th)</p>	Teacher	Administrator		SCE			<p>Formative:</p> <p>Generated student progress reports</p> <p>Computer lab Schedule</p> <p>AR Points Awards</p> <p>Class Schedule</p> <p>Schedule of music classes</p> <p>Increased number of books</p> <p>In classroom English and Spanish</p> <p>Inclusion of items in lesson plans</p>
		Teachers		Local	Refer to Appendix A	Aug. '18	June '19	
		Teachers		Title VI Title I Local GT Title VI GT				
		Principal						

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<ul style="list-style-type: none"> - Establish continuous professional Staff development in identified areas of need. - Lesson Plan - Thinking Maps - Thematic Units - TEKS - STAAR - Reading Comprehension - Instructional/Curriculum trainings for PK - STAAR Writing Strategies - Yrasema Urbina - Thinking Maps - Write from the Beginning - Write Source - Bill McDonald 	<p>All students as needed</p> <p>PK3-5th</p> <p>3rd – 5th</p> <p>2nd – 5th</p> <p>PK3 – 5th</p> <p>PK3 – 5th</p> <p>K-5th</p>	<p>Principal Assistant Principal</p>	<p>Administration</p>		<p>Thinking Maps</p> <p>TEKS Lesson plans</p>	<p>Refer to Appendix A</p> <p>SCE</p>	<p>Aug. '18</p> <p>June '19</p>	<p>Inclusion of TEKS in lesson plans</p> <p>Summative: Increased state-assessment results</p>	

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<p>Implement a continuous monitoring program to ensure continuity and consistency of the curriculum:</p> <ul style="list-style-type: none"> - Have grade level meetings to disseminate information, assure adherence to timelines and curriculum standards, sharing of ideas, analyzing student progress, etc. - Review grade books and lesson plans - Use tracking forms to chart student progress, etc. 	All Students	Assistant Principal	Principal		SCE	Refer to Appendix A	Aug. '18	June '19	<p>Formative: Develop timelines, track student progress, thru grade level meetings.</p> <p>Agenda's/Minutes of meetings</p> <p>Tracking Charts</p> <p>VAT Evaluation Cluster Evaluation</p> <p>Agenda/Minutes of meeting</p> <p>Walk throughs</p> <p>Paraprofessional Schedule</p> <p>Summative: Improved state Assessment results</p>
<p>Utilize Cluster IV to Identify and share effective reading practices.</p> <p>Utilize Vertical Academic Team to Identify and share effective reading Practices and all subjects</p> <ul style="list-style-type: none"> *schedule grade level meetings *schedule "cross-grade" level meetings *attend VAT meetings *Send staff for special trainings <ul style="list-style-type: none"> - PK-K - Special Education - PPCD Unit - 	PK3-5th	Principal Teacher Counselor Assistant Principal Teacher	Principal Assistant Principal		SCE	Title I			

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READING – ELL Enhance the state adopted reading program to develop reading skills in Spanish. - Implement cantar, deletrear, Leer y Escribir PK-2 nd (SSRW) - Frog street - Accelerated Reading Program PK3-5th - Reading aloud Pre-K -5th - Scholastic (ECP) - McMillan - Rigby (Coleccion PM) - Pasaporte - Cuadros de Familia - Hablamos Juntos Implement a strong English Oral Language Program to ensure a smooth transition into an English curriculum. -use chants, songs, stories -Harcourt Moving into English -Sing, Spell, Read and Write -Technology Add Computers in classrooms *Success Maker - Thinking maps - Waterford - Station Ticket to read - Diana Ramirez - Tesoros Curriculum - Treasure Curriculum - Imagine Learning -Imagine Math -Bid Brains -Reasoning minds -Thinking Through Math	ELL 3 RD -- 4 TH -- 5 TH -- K-5th PK3-5th All students	Teacher Teacher/ Aides Teacher	Principal/ Assistant Principal Principal Assistant Principal	Salaries Materials Title I Title VI Ch. I Mig.	SCE Refer to Appendix A Refer to Appendix A	Aug. '18 June '19	Formative: Progress reports, meetings with staff and grade levels TEKS aligned Lesson Plans Student Assessments Lesson Plans Lesson Plans Assessments	

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Provide a literature-rich environment by increasing the number of Spanish books in classroom and school library and make available to ELL students Reading Practice AR Quizzes E-Books Provide additional <u>tutoring/reinforcement</u> to students identified at-risk of failing 3 rd grade, 4 th grade, and 5 th grade. Provide continuous staff development in: -Data analysis to identify language proficiency levels -Ferrier Consultant -ESL strategies -Diana Ramirez -Roger Gomez Provide parents with: -training to assist students with language development at home -ESL instruction	ELL	Teacher/ Librarian	Principal	Title I Ch. I Mig. Title VI Local	SCE	Aug. '18	June '19	AR scores Workshop Evaluation Scores
				Title I	Refer to Appendix A			Scheduled meetings, agendas, Title I Parental Involvement Evaluation Summative: Computer generated Students progress reports from lab manager and librarian Literacy Night PAC Meetings

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<p>READING - MIGRANT Ensure that migrant students, identified at risk of failing TPRJ/Tejas Lee score, attend extended day instruction on the appropriate subject(s).</p> <p>Provide tutoring for migrant students, using a Reading Intervention Program Forde Ferrier CSPS and TMI Charts</p> <p>Ensure that migrant students attend STAAR tutoring sessions. IXL.Com (Math)</p> <p>Provide additional computer time as needed. Before/after school</p>	<p>Migrant 3rd – 100% 4th – 100% 5th – 100%</p>	<p>Teacher</p> <p>Teacher Aide</p> <p>Teacher</p> <p>Teacher/ Computer Lab Manager</p>	<p>Principal Assistant Principal</p>		<p>Title I Salary Materials TEKS</p>	<p>Aug. '18</p>	<p>June '19</p>	<p>Formation: Administer tests, review results</p> <p>Increased STAAR Scores</p>
					<p>Local Ch. I Mig. Title VI Title I</p>	<p>Refer to Appendix B</p>	<p>June '19</p>	<p>-Weekly comprehension results</p>
					<p>Supple- mental pay and materials</p>	<p>Refer to Appendix B</p>	<p>June '19</p>	<p>Decreased retentions; Increased number of passing TPRJ/Tejas Lee scores and participant lists</p>
					<p>Supple- mental pay and materials</p>		<p>April '19</p>	<p>Increased STAAR Scores; increased number of migrants attending tutoring</p>

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<p><u>MIGRANT – CONTINUED</u> Tutor or provide reinforcement before and during school in identified area of need</p> <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>	Migrant	Teacher/ Teacher Aide Computer Lab Manager	Principal Assistant Principal	Title I	Refer to Appendix B	Aug. '18	June '19	Tutoring schedule
		Parent Educator		Salary				
								Summative: Improved test scores, decrease retention rates.

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<p><u>READING – ECO. DIS. /AT-RISK</u> Provide instruction in a reduced pupil-teacher ratio for grades 1 through 5 to improve language arts</p> <p>Provide supplemental instruction in subjects needed through --Extended Year I-Station/Ticket to read Imagine Station/TTM learning.com, Read and Write, Mackinvia</p> <p>Schedule additional computer time before school E-Books</p> <p>Provide additional support to students identified at-risk of failing 3rd and 5th grade -materials -tutoring during school -Parent Conferences -Imagine Learning/TTM</p>	Eco. Disadvantage 3 rd 4 th 5 th	Teacher	Principal		Salary Title I Title VI Ch. I Mig. Local			Formative: Identify students monitor progress Class rosters Lesson plans
	At-Risk 3 rd 4 th 5 th	Teacher Teacher Aide			Supple- mental pay Title I			Participants Roster Lesson plans
		Librarian Computer Lab Manager	Principal		Salary			Literacy Night Attendance Sign In
		Teacher	Principal		Supple- mental pay			Attendance Rosters Lesson Plans
						Refer to Appendix B		Summative: Improved results Reports
						Refer to Appendix B		

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S RESPONSIBLE MONITORING	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
ALL STUDENTS Implement a comprehensive plan to Increase math scores for all students Conduct a Vertical and Horizontal curriculum alignment, PK3-5 th grade Enhance math curriculum - MCS (Math Concepts and Skills) Make copies for all grade level Students, and pay Lease for Copiers Everyday Math (PK3 – 5 th) WW Vocabulary Instruction Mathematics Curriculum grades K-5 Sharon Wells K-5 Pearlized Math Material needed for equipment in classrooms such as batteries. Paper, Paper for Poster, Construction Paper. Instructional Materials (Dictionaries) / Supplies/Toner/Laptop/Data Projectors, headset (Headphones) Provide manipulative materials to Help students with : - problem-solving strategies - graphing skills - basic facts - cooperative learning - Sharon Wells - Personal Financial Literacy PFL	All Students	Teachers	Principal/ Assistant Principal	SCE	Refer to Appendix B	Aug. '18	June '19	Formative: Identify students to help through the benchmark scores, star report, AR
		Teachers	Principal/ Assistant Principal	TEKS	Refer to Appendix B	Aug. '18	June '19	Passing Math scores STAAR, SDAA
		Teachers	Principal/ Assistant Principal	Math Activities	Refer to Appendix B			TEKS aligned
		Teachers	Principal/ Assistant Principal	Manipulatives	Refer to Appendix B			Lesson Plan
		Teachers	Principal/ Assistant Principal	Title I SCE Title I Title VI Local Ch. I Mig.	Refer to Appendix B			Summative: Improved results

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S RESOURCES NEEDED	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<u>TO ALL STUDENTS/ ALL</u> Subjects Integrate technology into the curriculum to reinforce and enhance math skills --computer lab SME - Think thru math - IXL.com Math - EDU Smart Utilize Vertical Academic Team to identify and share effective math strategies through --grade level meetings --cross-grade level meetings --VAT meetings PTM -- Dana Math Center, -Roger Gomez Sharon Wells Pearlized Math Diana Ramirez (DMR) Irma D. Duran, Forde-Ferrier- Or other Consultants Participate in continuous staff development through -Grade level Meetings -VAT Meetings -Everyday Math (Pre-k – 5th) - MCREL - Sharon Wells - Pearlized Math - Diana Ramirez (DMR)	All Students	Teacher Computer Lab Manager	Principal/ Assistant Principal		Technology	Aug. '18	June '19	Formation: Identify students Lesson Plan Computer Lab Schedule Tutor students Agendas/Minutes of meetings Staff Development Calendar Meeting agendas/ Minutes Summative: Improved student achievement
			Principal Ms. Eva Delgado		Consultants Fees			Title I SCE

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	RESOURCES NEEDED BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<u>MATH -- ELL</u> Introduce the math concepts in the native language (Sheltered Math) -Journal/Spiraling Provide ELL students additional computer time based on need Provide tutoring Extended Year Program - after school - utilize Bilingual strategies - manipulative (index cards) Schedule parent/teacher conferences to discuss student progress	ELL 3 rd 4 th 5 th	Teacher	Assistant Principal		Bilingual Refer to Appendix B	Aug. '18	June '19	Formation: Identify students needing assistance DMAC Reports Lesson Plan Computer lab schedule
	<u>MATH -- MIGRANT</u> Provide instruction with supplemental materials to tutor and reinforce identified at-risk migrant students -visuals -fluency -vocabulary Utilize personnel to tutor/reinforce instruction before/during/after school -Macavia-	Migrant 3 rd 4 th 5 th	Teachers Teacher/ Teacher aide	Principal/ Assistant Principal	Title I Title I	Refer to Appendix B Refer to Appendix B		

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Math Migrant – Continued Hold teacher/parent meetings to discuss student progress				Salary	SCE	Aug. '18	June '19	Sign-in logs
MATH – ECO. DIS. /AT-RISK Provide students with tutoring and/or extended year program services before/during. <ul style="list-style-type: none"> • STAAR Tutoring • Think thru math • IXL math 	ECO. Dis. 3 rd 4 th 5 th	Principal	Principal	Title I	Refer to Appendix A			Participant's List For tutoring
Reinforce teacher's instruction in areas of need	At-Risk 3 rd 4 th 5 th	Teacher/ Computer Lab Manager	Principal	Salaries	Refer to Appendix A			Teacher-aide schedule; Summative: Report card grades, -Improved State Assessment results -Benchmark Results -Circle-PALS

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL:

OBJECTIVES:

By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.
By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
WRITING – ALL STUDENTS/TEACHERS Implement a quality instructional program to meet the needs of all students <u>Curriculum Writing</u> Implement a Vertical and Horizontal instruction of TEKS Standards for Writing Implement the following writing strategies CIF activities -Daily Journal Writing -proof reading activities - grammar and spelling -keep a composition portfolio -writing conventions -composition writing -ongoing conferencing - Thinking Maps Implement a continuous monitoring Program -district benchmarks -grade level meetings to analyze result -quarterly monitoring of writing samples from all grade level - Utilize additional writing materials for reinforcement: Kamico - Motivation Writing	All Students	Teacher	Principal Assistant Principal		Title I SCE Ch. I Mig. Local	Refer to Appendix B	Aug. '18	May '18	Formative: Benchmark assessment results CBAS/TELPAS STAAR Results Benchmark Results *Students *Grades *Progress Monitoring TEKS Alignment *Growth Level Indications
	PK – 5 th	Teacher			TEKS for Writing Countdown to writing	Refer to Appendix B Title I			Summative: Improved State Assessment results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>WRITING – ELL Provide extra reinforcement in the area of</p> <ul style="list-style-type: none"> -elaboration -vocabulary -spelling/Implement spelling curriculum in lower grades -grammar -composition -conferencing -voice <p>Utilize the following strategies</p> <ul style="list-style-type: none"> -oral language development -read aloud stories -share oral and picture stories -story-telling time <p>Schedule teacher/parent conferences to discuss writing skills/grammar results/spelling</p> <p>Schedule teacher/student conference, during instruction time, to discuss writing skills/grammar results/spelling</p> <p>quarterly monitoring of writing samples from all grade levels</p>	ELL 4 th	Teacher Migrant Tutor Special Ed Support	Principal Assistant Principal		Title I Local Kamico Spanish Ch. I Mig. STAAR Master Spanish Writing Title VI Motivational Writing Spanish Write source Spanish Hartcourt Spanish language Empowering writers Spanish Journey's Spanish Countdown To writing Spanish	Refer to Appendix B	Aug. '18	June '19	Formative: Benchmark Assessment results
		Teacher	Principal Assistant Principal			Refer to Appendix B	Aug. '18	June '19	Sign-In Log
	All students	Teacher	Principal Assistant Principal				Feb '18	April '19	Formative: Benchmark: Upper grades Student portfolio: Lower grades TELPAS

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Provide staff development in writing to include -Writing Project - WFTB - Forde-Ferrier - Common Instructional Framework Strategies Schedule tutoring and/or extended day	Teachers	Principal Assistant Principal	Elem. Adm.	Consultants -Kamico Local Motivational writing Write source Hardcourt language Empowering writing NEW	Refer to Appendix B	Aug. '18 Prior to December	Oct. Nov	Sign-in sheets Participant's lists Teacher's schedule
Provide continuous training in -Holistic scoring -Rubrics - Write from the beginning (WFTB) -Forde-Ferrier	Teachers	Assistant Principal	Principal	Supple- mental pay Title I Journeys Materials TEKS Countdown to writing STAAR master writing		SCE		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL:

By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR tests.

OBJECTIVES:

By June 2019, Sorensen will have implemented programs to provide all students the opportunity to pass the STAAR tests, increasing the passing rates of each subgroup to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p><u>WRITING – MIGRANT</u> Utilize teacher/teacher aide to reinforce/tutor students in writing skills</p> <p>Utilize additional writing materials for Reinforcement: Kamico Motivation Writing</p> <p>Hold teacher/parent conferences as needed</p>	Migrant 4 th	Migrant Tutor	Principal		Title I		Aug. '18	June '19	Schedule (Teacher) Participant Rosters Lesson Plans
<p><u>WRITING – ECO. DIS./AT-RISK</u> Tutorial Lesson Plans</p>	Eco. Dis. 4 th	Teacher	Principal		Materials Title I SCE Ch. I Mig.	Refer to Appendix B			Student work
<p>Schedule tutoring/extended day for 4th grade students</p> <p>Provide supplemental – writing instruction using Write from the Beginning</p>	At-Risk 4 th	Teacher Migrant Tutor Special Ed. Support	Principal		Hartcourt Empowering writes Countdown to writing STAAR Master writing	T-I Refer to Appendix B			Participant Rosters
					Supplemental pay Title I	Refer to Appendix B			Summative: Improved State Assessments results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing the AR administered in 5th grade.

OBJECTIVES: By June 2019, Sorensen will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5th grade with a 90% accuracy.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
SCIENCE –ALL STUDENTS Implement a comprehensive program to meet the needs of all students purchase Forde-Ferrier Science Conduct a Vertical and Horizontal study of TEKS Standards Kits from ward's Science Provide opportunities for teachers to attend staff development -CAST -RGVSA - Science/Consultants Provide use of Internet for research/ projects	All Students 5 th –	Teachers Principal Principal	Principal Assistant Principal Adm. For Elem. Education Adm. For Elem. Education	TEKS Equipment List FOSS Kits and consultants incomplected	Refer to Appendix B Title I Ch. I Mig. GT Local Refer to Appendix B Title I Ch. I Mig. Local SCE GT		Aug. '18 Aug. '18 Aug. '18	June '19 June '19 June '19	Formative: Benchmark results, review and target weak objectives Science STAAR Administered in 5 th Grade District tests for grades 3 and 4
Development of Science TEKS/STAAR Vocabulary/Definitions Print out flash cards and sentence strips	All Students	Teacher	Principal Assistant Principal	Science Lab			Aug. '18	June '19	Attendance
Provide Class set of Science KAMICO Handbook Library Video Company Schlessinger STAAR Master Summit K-12	All Students	Teacher	Principal Assistant Principal	Science Lab			Aug. '18	June '19	Attendance
Implement a science fair Provide classrooms with science literature Science magazines	All Students	Teacher	Principal Assistant Principal	Classrooms	Title I		Aug. '18	June '19	
Develop Nature Garden Project	5 th 5 th 4 th & 5 th	Teacher Teacher Teachers	Principal /Assistant Principal Principal /Assistant Principal Principal /Assistant Principal	Science Handbook set Workbook Science Lab	Title I		Aug. '18 Aug. '18	June '19 June '19	Attendance Formative; Benchmark results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing the Science STAAR administered in 5th grade.

OBJECTIVES: By June 2019, Sorensen will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5th grade with an 90% accuracy.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Analyze data from STAAR and district science tests to insure all groups are meeting -objectives and goals	All Students	Teacher	Principal Assistant Principal		Test data	SCE	Aug. '18	June '19	Performance on STAAR and district benchmarks
Meeting with parents to introduce Science Expectations	All Students	Teacher	Principal Assistant Principal		STAAR Information	Refer to Appendix A	Aug. '18	June '19	Meeting Agenda Sign In Log Principal agreement
Motivation	3 rd – 5 th	Teacher	Principal Assistant Principal		STAAR coach workbooks	Title I	Aug. '18	June '19	Formative, Benchmark results
Science saurus	5 th	Teacher	Principal Assistant Principal		Options Student Workbook		Aug. '18	June '19	Formative Benchmark Results
Provide at least one science field trip per grade level per year	All Students	Teacher	Principal Assistant Principal		classroom hallways				Summative: Improved State Assessment results
<ul style="list-style-type: none"> • Wild Walk • Butterfly garden • IMAS Museum • Quinta Mazatlan • Santa Ana Wildlife Refuge • Nature Conservation for future Generations. Provide opportunities for teachers to attend staff development Develop Science word walls To enhance vocabulary.	All Students	Teachers	Principal Assistant Principal						

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing the Science STAAR administered in 5th grade.

OBJECTIVES: By June 2019, Sorensen will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5th grade with a 90% accuracy.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	BUDGET	BEGINNING	ENDING	
<u>SCIENCE – ELL</u> Conduct a Vertical and Horizontal study of TEKS Standards All English Utilize ESL instruction to assure comprehension All English Provide additional tutoring/ reinforcements to students needing assistance *Before/During school *Use bilingual strategies Develop word walls. All English Provide Science literature in English languages / scholastics	ELL 5 th –	Teacher	Principal Assistant Principal		SCE	Aug. '18	June '19	Formative: Benchmark Scores, progress reports
				Local Ch. I Mig. Title I Title VI	Refer to Appendix A		Refer to Appendix A	
	ELL 5 th – ELL 5 th –	Teacher/ Teacher Aide		Title I Title I				

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing the Science STAAR administered in 5th grade.

OBJECTIVES: By June 2019, Sorensen will have implemented programs and purchased materials so that all students will pass the Science STAAR administered in 5th grade a 90% accuracy.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<u>SCIENCE -- MIGRANT</u> Ensure that migrant students attend STAAR tutoring and extended day sessions.	Migrant 5 th --	Teacher/ Teacher Aide				Refer to Appendix A	Aug. '18	June '19	Formative: Teacher Observation Desegregation of BATA Progress Reports Six Weeks Report Card Benchmark Scores
<u>SCIENCE -- ECO. DIS. /AT-RISK</u> Provide tutoring through the Optional Extended Year Program	Eco. Dis. -- At-Risk 5 th --				Title I	Refer to Appendix A			Summative: Increased State Assessment results

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR test.

OBJECTIVES: By June 2019, Sorensen will have implemented programs purchased map and globe equipment and resource material to provide students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>Social Studies-All Students Enhance the state-adopted Social Studies program to develop geographic skills by providing</p> <ul style="list-style-type: none"> • Map and globe skills integration with technology • TEKS-based instruction and performance-based assessment • Literature-based instruction with historical and cultural connections to geography and technology 	All students 3 rd 4 th 5 th	Principal Assistant Principal Teachers	Principal Assistant Principal Coordinator		Wall map Floor maps Desk maps Computers Globes Internet Library Books Geographic Software Periodicals Time for Kids Scholastic News Nearpad National Geographics Atlas Maps Globes Computers Library Books Ipad	SCE Title I Title VI Local GT Ch. I Mig.	Aug. '18	June '19	Formative: Teacher Observation Progress reports, Report Card Benchmark scores
<ul style="list-style-type: none"> • STAAR/TEKS based instruction on: • Geography • Scott Foresman Adoption • Social Studies skills 		Coordinator Principal Assistant Principal	Principal Assistant Coordinator			Refer to Appendix A Title I Title VI GT Local Ch. I Mig.	Aug. '18	June '19	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of all its students passing all STAAR test.

OBJECTIVES: By June 2019, Sorensen will have implemented programs purchased map and globe equipment and resource material to provide students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group to at least 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S RESPONSIBLE MONITORING	RESOURCES NEEDED	RESOURCES BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>All Students Implement a comprehensive program to meet the needs of all students. Continue on-going TEKS and STAAR vertical and horizontal curriculum alignment. Enhance Social Studies curriculum with reading:</p> <ul style="list-style-type: none"> • Biographies (non-fiction) • Time For Kids reading & current events • Renaissance License for AR Reading • Historical literature-based • Primary and secondary sources • culture-based Big Books <p>Provide manipulatives; workbooks, maps and globes to: Reading / Science / Math Skills Writing Skills</p> <ul style="list-style-type: none"> • integrate maps and social studies skills with reading and technology • problem-solve • make decisions • comprehend • apply reason • synthesize and evaluate 	All students	Teachers	Principal Assistant Principal	TEKS, STAAR District Framework	SCE	Aug. '18	June '19	Formative: Teacher Observation Progress Report Six Weeks Report Card
		Teachers	Principal Assistant Principal	Time for Kids Scholastic News Biographies A.R. Library Books, Internet Technology Get Epic Tumble Books	Title I Local GT Title VI	Aug. '18	June '19	
				Desk Maps, Wall Maps Globes computer/internet Technology National Geographic	SCE Refer to Appendix A			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of its students passing the STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs, purchased map and globe equipment and resource material to students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group, as per STAAR projection chart.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	RESOURCES BUDGET	BEGINNING	ENDING		
Social Studies-All Students Analyze data from STAAR and district Social Studies assessments to ensure all groups are meeting objectives and goals. Provide opportunity of at least one social studies field trip per grade level and per year to the: <ul style="list-style-type: none"> • Hidalgo County Historical Museum • MIM • The Alamo • Austin The Capital <ul style="list-style-type: none"> • Provide opportunities for teachers to attend staff development conferences: • Provide use of computer/internet for research/projects • Community Outreach 	All students	Teachers	Principals Assistant Principals	Test Data	SCE	Aug. '18	June '19	District Assessment	
		Teachers	Principals Assistant Principals	Bus Local Title I	Refer to Appendix A	Aug. '18	June '19	Field Trip	
		Principal	Adm. For Elem. & Secondary Education						Attendance
		Teacher	Principal Assistant Principal					Aug. '18	June '19

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of its students passing the STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs, purchased map and globe equipment and resource material to provide all students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group, as per STAAR projection chart.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Social Studies – ELL Introduce the social studies concepts in Spanish 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	Teacher	Assistant Principal Principal		-Time for Kids -Tumble Books -Scholastic -Internet -Desk Maps -Globes -National Geographics	Refer to Appendix B Title I	Aug. '18	June '19	Lesson Plans
	Social Studies – Migrant Provide instruction with supplemental materials to tutor and reinforce identified students on the priority list for services report	Migrant	Parent Educator Teacher	Principal Assistant Principal		Salary	Refer to Appendix B Ch. I Mig. Title I Local		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have 90% of its students passing the STAAR tests.

OBJECTIVES: By June 2019, Sorensen will have implemented programs, purchased map and globe equipment and resource material to provide students an opportunity to pass the STAAR test, thereby increasing the passing rates of each sub-group, by 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	RESOURCES NEEDED	TIMELINE		EVALUATION/ MEASUREMENT	
				FTE'S	BEGINNING		ENDING
Social Studies – Econ. Dis./At-Risk Utilize resource social studies teacher/teacher aide, as per: teacher's instruction in areas of need.	Migrant	Teacher & Teacher -Aide	Salary	Refer to Appendix B Title I	Aug. '18	June '19	Teacher/aide/ Tutoring schedule Prepared Packets Teacher-aide Schedule, lesson plans Summative: Increased number of passing scores district assessment 3 rd – 5 th
	Econ. Dis./At Risk At-Risk	Resource Teacher/aide	Salaries Materials Books Maps Globes Puzzles Get Epic	Refer to Appendix B			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the end of the school year 2018-2019, will have 90% of students with disabilities passing the STAAR/SDAA and LDAA
OBJECTIVES: By June 2019, Sorensen will have implemented a program to pass the STAAR and LDAA by 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>All Content Areas General Education – Special Education As per the ARD/IEP, students with disabilities will have available an instructional program based on individual needs and taking LRE into consideration. These may include but are not limited to:</p> <ul style="list-style-type: none"> • general education instruction with or without modifications • content mastery • Resource – Reading • ** SSRW (K-5) <p>Read Well/Language (PK3-5th) Lexia Reading (PK3-5th) Herman Method * Sra number worlds Building blocks (PK3-5th)</p> <ul style="list-style-type: none"> • Self Contained • ** PPCD • Speech Therapy • Homebound Instruction • Tutoring • Related Services • EYS • Support OEYP 	<p>Special Education PK-5</p> <p>EE-Kinder</p>	<p>Admin., Special Education Staff, Reg. Ed. Teachers</p> <p>Speech Path. Homebound T. Sp. Ed. Director and Asst. Director</p> <p>O.T. V.I. Social Worker Orientation. & Mobility.</p>	<p>Admin. and Special Education Staff</p> <p>Supervisors</p>	<p>Regular and Special Education Funding</p> <p>Title I SCE</p>	<p>Aug. '18</p> <p>June '19</p>	<p>Formative; Lesson Plan Observation ARD/IEP Documents</p> <p>Treatment Plans -Lesson Plans -IEP Progress Report -Activity Log (PPCD) -Coordination Forms -Unique Benchmarks -Unique Post Test.</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the end of the school year, 2018-2019, will have 90% of students with disabilities passing the STAAR/SDAA and LDAA

OBJECTIVES: By June 2019, Sorensen will have implemented program to pass the STAAR with a 90%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S RESOURCES NEEDED	RESOURCES NEEDED BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>SPECIAL EDUCATION Support teacher staff development activities in the following:</p> <ul style="list-style-type: none"> bilingual/ESL strategies to support classroom instruction for LEP students awareness of cultural factors that influence instruction instructional strategies such as modifications and accommodations in general education classrooms positive behavior intervention strategies to enhance classroom management and de-escalate and/or diffuse inappropriate behavior CPR Training for teachers and Paraprofessionals of self-contained classrooms CPI Training More staff needs to be made aware & trained in this area <ul style="list-style-type: none"> Music Regular Ed Teacher TA Regular Ed Teacher Coach Teachers Teaching Assistants Custodial staff Counselor 	Special Education PK-5	Principal, Bilingual ESL Dir., Sp. Ed. Staff	Sp. Ed. Admin. Staff	SCE	Region I	Aug. '18	June '19	Sign In Sheets Agenda
		Principal Sp. Ed. Staff	Sp. Ed. Admin. Staff Principal Supervisors	Refer to Appendix A	Sp. Ed. Admin. Staff Region I School Psych. Behavior Strategist			Sign In Sheets Agenda
		LSSP Behavior Strategist	Principal, Sp. Ed. Admin. Staff					Sign In Sheets Agenda
		Sp. Ed. Staff B. Management District Behavior Strategists	Sp. Ed. Admin. Staff Principal		Sp. Ed. Funds			Summative: Improved Assessment scores
								Certification

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, Sorensen will have implemented the S.U.C.E.S.S. Curriculum Model that addresses the differentiation and integration needs of the PSJA academically gifted students so as to ensure that they meet or exceed the state rigorous academic performance standards.

OBJECTIVES: By June 2019, Sorensen will have implemented rigorous instructional practices and methodologies focusing on pace, depth, and complexity to impact positively on gifted student achievement as evidenced by increased student test scores.
(Refer to projection chart, pages.)

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Continue to implement district-wide integrated units correlated with TEKS/ STAAR through language arts, science, math and social studies that incorporate GT strategies in Grades Kinder thru 5 th	GT Students	GT Teachers GT Director District Trainers	Principal Assistant Principal GT Director		GT Local Title I	Aug. '18	June '19	Formative: Lesson Plans Classroom Observations Unit Evaluation
	GT Students	GT Teachers GT Director Consultants District Trainers	Principal Assistant Principals GT Director			Aug. '18	June '19	Classroom Observations Unit Evaluation
Introduce student performance and product assessment rubrics for Grades Kinder – 5 th	GT Students	GT Teachers GT Director Consultants	Principal Assistant Principal GT Director			Aug. '18	June '19	Product Assessment Classroom Observations Unit Evaluation
	GT Students	GT Teachers GT Director Consultants	Principal Assistant Principal GT Director			Aug. '18	June '19	Classroom Observations Unit Evaluation
Continue to develop and promote academic competitive events which support advanced academic programs (Gifted & Talented Program)								Summative: State Assessment results

*GT Creativity
*GT Math & Science
(Different Campuses host)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019 school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Counseling: All Students Sorensen Elementary School will Implement a comprehensive guidance and counseling program for all students. 2) Guidance and Counseling Program B) Crisis Intervention Program C) RTI D) Section 504	All Students	Counselor	Counselor Principal Assistant Principal	PSJA Counseling & Guidance Guide Videos Books Funding	Local	Aug. '18	June '19	Formative: Work with students in groups and individually to improve self-esteem, etc.
		Principal	Principal Counselor Assistant Principal Teacher					
		Principal Teacher Counselor	Principal Assistant Principal Counselor Teacher					

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019 school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	RESOURCES BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Counseling 2) Provide a guidance curriculum in a systematic way to all students * Strategies for Violence Prevention and Intervention B) Provide classroom presentations Pre-Kinder – 5 th grade to address the following areas: *Self development -Confidence *motivation to achieve *decision making goal setting planning and problem-solving skills *interpersonal effectiveness	All students	Counselor	Principal		Guidance Curriculum Guide	Local Administration	Aug. '18	June '19	Summative: When students feel good about themselves, they will perform better in school.
		Counselor	Principal		Books Games Funding	Local Title I			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019 school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR Objectives.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED		TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
					RESOURCES	BUDGET			
Counseling * Communication skills * Responsible behavior * Cross cultural effectiveness * Drug Awareness * Personal safety – (environment) * Career awareness * College Awareness * Anti Bullying * Character Education B. Provide responsive services to address concerns of students	All students	Counselor	Principal Teachers		Guidance Curriculum Videos Books Funding	Local Title I Counselor	Aug. '18	June '19	Formative: Awareness in Content areas Classrooms/ one to one sessions
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						
		Counselor	Principal Teacher						

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR Objectives.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Counseling (Ms. C. Obregon)								
2) Provide individual and Group counseling to students to address concerns in the following areas:		Counselor	Principal Assistant Principal Teachers		Counseling Curriculum Videos Books Games Funding	Aug. '18	June '19	Formative: Assessment of students thru one to one session, surveys and group counseling
*Academic concerns		Counselor	Principal					
*School related concerns		Counselor	Principal					
*Violence and gang related issues		Counselor	Principal					
*Relationship concerns		Counselor	Principal					
*Family issues		Counselor	Principal					
*Grief/Loss/Death		Counselor	Principal					
*Physical/Emotional abuse		Counselor	Principal					Summative: Improvement in behavior is observed.

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S	RESOURCES NEEDED	TIMELINE		EVALUATION/ MEASUREMENT
					BEGINNING	ENDING	
C) Provide assistance to students in monitoring and understanding their own development	All students	Counselor	Principal Assistant Principal Teachers	Counseling Curriculum Videos Books Games Funding	Local Title I	Aug. '18	Formative: Teacher and Counselor observation of students
		Counselor	Principal Assistant Principal Teachers			June '19	
2) Address the following needs: *Educational *Career *Personal-Social		Counselor	Principal Assistant Principal Teachers			Jan. '16	Target areas are enhanced
		Counselor	Principal Assistant Principal Teachers			June '19	
2) Pre-school transition to elementary school * Head start * Local Daycare Centers		Counselor				April '16	
		Counselor				June '19	
3) 5 th Grade transition to Middle School *Orientation to feeder Middle Schools; SJMS, Austin, Liberty • 5 th Grade career fair		Counselor	Counselor/ Teachers Counselor/ Teachers	Buses	School funds or district funds	April '16	
		Counselor	Principal Assistant Principal Teachers	Materials Professionals Library Teacher Resources	Administration	June '19	
D) Provide support for program and Staff activities and services		Counselor	Principal Assistant Principal Teachers			Aug. '18	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR Objectives.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
*Staff development for educators		Counselor	Principal Assistant Principal						
*Guidance program development		Counselor	Principal						
*Teacher/Administrator consultation		Counselor	Principal						
*Counselor's professional development		Counselor	Principal		Materials Professional Library Staff Development Computer Labs		Aug. '18	June '19	Target areas are enhanced
*Public relations		Counselor	Principal						
*Campus Improvement Planning		Counselor	Principal						
*Vertical Academic Team		District	Principal						Summative: In-service Staff to be aware of how to help students achieve better
*Cluster Schools			Principal Assistant Principal						Teacher Resources

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: I. Student Achievement

FIVE YEAR GOAL: By the year 2018-2019, school year, 90% of all students at Sorensen Elementary will achieve mastery on STAAR Objectives.

OBJECTIVES: By June 2019, Sorensen Elementary will meet or exceed the state standards for Reading, Math, Science, and Writing STAAR Objectives.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
E. Crisis Intervention Program A. Staff Plan/Staff Development B. Fire Drills/Campus Lock down C. Accountability Documentation F. RTI A. Staff Development	All students	Principal Nurse	Principal Nurse			Aug. '16	June '19	Formative: Identify students Drills & Documentation
		Principal Assistant Principal Counselor Teachers	Principal Assistant Principal Counselor			Aug. '16	June '19	Time Line Documentation Summative: Decreased Drop out rate

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: II. Pre-School and Middle School Transition Plan

FIVE YEAR GOAL: By the end of the 2018-2019 school year, 90% of all Headstart /Local Day Care Students will have orientation at Sorensen Elementary.

OBJECTIVES: By June 2019, two (Fall/Spring) orientation/tours will take place between Headstart, Local Day Care Centers, and Sorensen Elementary.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
* Preschool Transition to Elementary School * Headstart Orientation /Tour of Sorensen Elementary and PK Classrooms * Students to stay & visit for an actual Lesson or an extended period of time. * Local Day Care Centers Orientation/ Tour of Sorensen Elementary and PK Classrooms *Early Start Orientation Transition to Middle School * Students will visit Middle school and share academic/social skills correlation * Counselor will register 5 th grade students * Middle school sponsors will visit campus to recruit students for band, drama, orchestra, etc * Invite Headstart/ pre school	Headstart Day Center and Early Start Students PK3 5 th grade students	Principal Asst. Principal Counselor	Principal Asst. Principal Counselor				Aug. '18 June '19	Sign in Log Records of Phone/Mail Attempts (measure against sign ins.)	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: III. Student Attendance

FIVE YEAR GOAL: By the year 2018-2019, school year, Sorensen Elementary will maintain student attendance at 97.7%.

OBJECTIVES: By June 2019, Sorensen Elementary student attendance will increase by 1.7%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	BUDGET	BEGINNING	ENDING	
Treat for Six Weeks Perfect Attendance Weekly incentives for Perfect Attendance Attendance incentive -Pencils -Ribbons -Treat per six weeks -treat weekly -certificates -food items -free time -recognition (ie. morning announcements, bulletin board) - Finger Painting	All students meeting perfect attendance	* Attendance Committee	Teacher *Principal Assistant Principal Counselor Parent Educator		Student Activity Fund Local	Aug. '18	June '19	Formative: Motivate students to attend regularly by having incentives
	All students meeting perfect attendance	Attendance Committee	Teacher *Principal Assistant Principal Counselor Parent Educator		Student Activity Fund local	Aug. '18	June '19	
					Pencils Ribbons treats	Aug. '18	June '19	
					Title I			

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: III. Student Attendance

FIVE YEAR GOAL: By the year 2018-2019, school year, Sorensen Elementary will maintain student attendance at 97.7%.

OBJECTIVES: By June 2019, Sorensen Elementary student attendance will increase by 1.7%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
On site activity (per six weeks) (ex. moon jump, magic show) Randomly selected theme days (ex. pajama day, crazy sock day, backward shirt day) Scheduled For historically low attendance days Extended recess time weekly for classes with perfect attendance for entire week <ul style="list-style-type: none"> • Bubbles/chalk day • Kite day • Coloring book day 	Students meeting six weeks criteria All students (student's will be motivated to attend these days)	Attendance Committee Attendance Committee	Principal Assistant Principal Counselor Parent Educator	Student Activity Fund Student Activity Fund None	Aug. '18 June '19 Aug. '18 June '19 Aug. '18 June '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: III. Student Attendance

FIVE YEAR GOAL: By the year 2018-2019, school year, Sorensen Elementary will maintain student attendance at 97.7%.

OBJECTIVES: By June 2019, Sorensen Elementary student attendance will increase by 1.7%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
*Improve our incentives through the incentive committee *Graph in front of office Graph by Teacher *100% flag outside classroom doors *Monthly meetings for attendance for attendance committee <u>Incentives</u> - Attendance ribbons/pencils - Bicycle - Ice Cream - Popcorn, pickle, juice - Ice popsicles - Disney Movies - MP3 Player - Trophies - Rotate incentives per six weeks	All students	Attendance Committee	Principal Assistant Principal Counselor Parent Educator			Student Activity Fund Local " " "	1 st Six Weeks		Daily Attendance Rosters
							2 nd Six Weeks		
							3 rd Six Weeks		
							4 th Six Weeks		
							5 th Six Weeks		
							6 th Six Weeks		
					Ribbons/pencils	Student Activity Fund Local	1 st Six Weeks	6 th Six Weeks	Daily Attendance Rosters

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: III. Student Attendance

FIVE YEAR GOAL: By the year 2018-2019, school year, Sorensen Elementary will maintain student attendance at 97.7%.

OBJECTIVES: By June 2019, Sorensen Elementary student attendance will increase by 1.7%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Sorensen School's Attendance Committee will establish an innovative plan to maintain the % of student attendance or improve student attendance.		*Principal *Attendance Committee Members Counselor *Secretary *Clerk *Teachers	*Principal *Attendance Committee Principal Counselor				Aug. '18	June '19	At the end of each six weeks to obtain attendance data (check by grade level).
The committee will formulate a plan to address and improve attendance to include.		Attendance Committee Principal Assistant Principal	Attendance Committee Principal Assistant Principal				Aug. '18	June '19	At end of week obtain attendance data (by teacher, by grade level)
1) Parent Educator phone calls		Parent Educator	*Principal *Assistant Principal *Counselor				Aug. '18	June '19	
2) Teachers will call on second day of an absence.			*Principal *Assistant Principal *Counselor				Aug. '18	June '19	
3) Home visits by Parent Educator		*Parent Educator	*Clerk *Secretary *Principal *Assistant Principal				Aug. '18	June '19	
4) Letters sent home to parent by principal		Parent Educator Principal	*Principal *Clerk *Secretary *Principal *Assistant Principal				Aug. '18	June '19	
5) Implementation of new district policy addressing attendance Implementation of mandatory parent meetings for students w/continuous absences and tardies discussing importance of daily attendance.		Parent Educator Principal	*Clerk *Secretary *Principal *Assistant Principal				Aug. '18	June '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: III. Student Attendance

FIVE YEAR GOAL: By the year 2018-2019, Sorensen Elementary will maintain student attendance at 97.7%.

OBJECTIVES: By June 2019, Sorensen Elementary student attendance will increase by 1.5%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		FTE'S	RESOURCES		BEGINNING	ENDING			
6) Home visit by Parent Educator Accompanied by school employee.	All students	*Parent Educator	*Principal Assistant Principal				Aug. '18 Daily	June '19	Daily Attendance Rosters
7) Daily Attendance Form		*Parent Educator *Teacher *Clerk	*Clerk *Teacher *Secretary *Parent Educator *Principal *Assistant Principal		Local	Perfect Attendance Pencils			
Committee will meet every month or as needed		*Committee Chairpersons	*Principal Assistant Principal		Local School Activity Fund	Ribbons as for mentioned incentives	Aug. '18 1 st Six Weeks- 6 th Six Weeks	June '19	Daily Attendance Rosters Summative: Increased student attendance

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: IV. RECRUITMENT AND RETENTION OF QUALITY STAFF

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen 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 June 2019, Sorensen 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 IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
Recruit and retain highly qualified staff through the following: * designate interviewing committee * follow committee criteria for hiring * grade level recommendations * advertise in local newspaper, district *T.V. station, radio etc. * participate in the university and district job fairs * verify previous employment * contact references * verification of certification * verification of fingerprints Enhance motivation and positive attitudes for staff: * provide recognition for teachers efforts on campus * implement staff appreciation week * attendance recognition * birthday or special event announcements * acknowledge technology achievements * recognition for teacher & paraprofessional of the year award (teacher school & district * New Teacher Mentors		Principal Assistant Principal Committee Members	Principal Assistant Principal Committee Members		Aug. '18	June '19	
		Principal Assistant Principal Counselor	Principal Assistant Principal Counselor		Aug. '18	June '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
 CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
 2018-2019**

GOAL AREA: V. Title I / State Compensatory Education Staff

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will continue to hire personnel to enhance pupil/teacher reduction.

OBJECTIVES: By June 2019, Sorensen Elementary will hire and retain Title I/State Compensatory Personnel.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
* See attached page of Title I / State Compensatory Personnel		Principal	Principal	See attached budget	Aug. '18	June '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus 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>LANGUAGE ARTS Teachers will be provided the opportunity to attend staff development/workshops: *G.T. Training *C.C.C. Reading Program *New Lesson Plan Format *Voyager Program * Supplemental Reading *Accelerated Reading Procedures *District Staff Development *TPRI/Flexible Grouping *Region One Staff Development * Bilingual Trainings * Diana Ramirez</p> <p>Develop Intervention Plan to address STAAR strategies:</p> <ul style="list-style-type: none"> *Lit. Based TEKs Instruction Project *Outside consultant *Write from the Beginning *Forde-Ferrier * Roger Gomez <ul style="list-style-type: none"> • Capstone Reading Program 		<p>*Principal *Assistant Principal *Grade Level chairpersons</p>	<p>*Consultants *Region One *State-adopted materials</p>	<p>*Consultants *Region One *State-adopted materials</p>	<p>Aug. '18 June '19</p>	<p>*Documentation on File *In-service Schedule *Participants' Sign in Sheets 100% *In-service Evaluation Forms (Feedback)</p>

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S	RESOURCES NEEDED	RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT	
MATH Teachers will be provided the opportunity to attend staff development/workshops: *Rio Grande Valley Math Conference *District Staff Development *Outside Consultants * Thinking Through Math * Sharon Wells Develop Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *Outside consultants *Strategies *Problem Solving *Intervention Plan *STAAR Objectives *Region One Staff Development		*Principal *Assistant Principal *Staff *Principal *Assistant Principal *Staff		*Principal *Assistant Principal *Grade Level chairpersons	*Consultants *Region One *State-adopted materials *Consultants *Region One *State-adopted materials	Aug. '18 Aug. '18	June '19 June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets 100% *Staff Dev. Evaluations Forms (Feedback) *Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Benchmark Scores

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA:

VI. Staff Development

FIVE YEAR GOAL:

By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES:

By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	BUDGET	BEGINNING	ENDING	
SOCIAL STUDIES/SCIENCE Provide teachers the opportunity to attend staff development: *Provide Staff Dev. On newly State Adopted Textbooks *CAST Conference *R.G.V. Science Conference *Region One Staff Development		*Principal *Assistant Principal *Staff	*Principal *Assistant Principal *Grade Level Chairpersons			Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)
Develop Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *Outside consultants		*Principal *Assistant Principal *Staff	*Principal *Assistant Principal *Grade Level Chairpersons			Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
WRITING Provide teachers the opportunity to attend writing staff development *Region One Staff Development *Outside Consultants *District Staff Development *Write from the Beginning * Bill McDonald * Forde-Ferrier		*Principal *Assistant Principal *Staff	*Principal *Assistant Principal *Grade Level Chairpersons		*Consultants *Region One *State-adopted materials		Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)
Develop Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *Outside consultant		*Principal *Assistant Principal *Staff	*Principal *Assistant Principal *Grade Level Chairpersons		*Consultants *Region One *State-adopted materials		Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	BUDGET	BEGINNING	ENDING	
BILINGUAL Provide teachers opportunity to attend: *12 hour staff dev. For new teachers *6 hour yearly update *TABE Conference *Region One Bilingual Staff Dev. *District Staff Development *Provide staff development to newly adapted text books * Dual Language Classrooms Develop Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *Outside consultant		*Principal *Assistant Principal *Teachers	*Principal *Assistant Principal *Teachers		*State-adopted Bilingual and ESL materials	Aug. '18	June '19	*Documentation on File *Participants' Sign in Sheets

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
GIFTED AND TALENTED Provide teachers opportunity to attend (K-5 th) *Teachers will attend G.T. training *30 hour training for new teachers *6 hour yearly update *G.T. training for testing potential future G.T. students *Region One G.T. Staff Development		*Principal *Assistant Principal *G.T. teachers		*Consultants *Region One *G.T. Director *District G.T. Department	May 2016		T Certificates T Sign-In T Evaluation
Develop Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *Section 504 *RTI		*Principal *Assistant Principal *Staff		*Consultants *Region One *State-adopted materials	Aug. '18	June '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
SPECIAL EDUCATION Provide teachers opportunity to attend: *ARD and modification Staff Dev. *RTI *Region One Staff Development *Content Mastery Implementation *Mainstreaming Staff Development *District Staff Development * Autism Trainings * Dyslexia Trainings		*Principal *Assistant Principal *Teachers		*Consultants *Region One *G.T. Director *District Special Ed. Department	Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets
Development Intervention Plan to address STAAR strategies: *Lit. Based TEKS Instruction Project *RTI *Section 504		*Principal *Assistant Principal *Staff		*Consultants *Region One *State-adopted materials	Aug. '18	June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: VI. Staff Development

FIVE YEAR GOAL: By the end of the school year 2018-2019, Sorensen Elementary will provide staff development to meet or exceed state mandates.

OBJECTIVES: By June 2019, Sorensen Elementary will have achieved 90-95% staff development attendance as required by the campus plan.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCES BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
TECHNOLOGY Provide teachers opportunity to attend: *District Staff Development *Outside Consultants *Technology trainings *Afterschool district sessions *Lesson plan training *Learning.com training *Star Chart *Classdojo *Clever		*Principal *Assistant Principal *Teachers	*Consultants *Region One *G.I. Director *District Special Ed. Department	Aug. '18 June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets
Develop Intervention Plan to address STAAR strategies: *Lit Based TEKS Instruction Project *Learning.com		*Principal *Assistant Principal *Staff	*Consultants *Region One *State-adopted materials	Aug. '18 June '19	*Documentation on File *Staff Dev. Schedule *Participants' Sign in Sheets *Staff Dev. Evaluation Forms (Feedback)
All Subjects Provide selected teachers to attend: Texas Education Service Center Curriculum Collaboration	All Students	*Principal *Assistant Principal *Staff	*Region One	Aug. '18 June '19	STAAR Scores District Benchmark Scores

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: VII. Staff Attendance

FIVE YEAR GOAL: By the end of 2018-2019 school year, Sorensen Elementary School will increase staff attendance.

OBJECTIVES: By June 2019 Sorensen Elementary School will improve Staff attendance by 1%.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
To improve Staff's moral, STAFF With Perfect attendance will get a one-hour lunch per semester. <ul style="list-style-type: none"> • Staff members who have perfect attendance per will receive a certificate. • Per semester, staff members who have perfect attendance will participate in a drawing for an extra certificate which entitles them to extra school supplies. • Staff members who have perfect attendance for the year will receive a perfect attendance plaque. 	*Principal	Office Staff and Staff Attendance Committee	Principal Assistant Principal		Aug. '18	June '19	Formative: Motivate staff to improve their attendance
	Staff Attendance Committee	Office Staff and Staff Attendance Committee					
	Staff Attendance Committee	Office Staff and Staff Attendance Committee			Aug. '18	June '19	Summative: Improve staff attendance

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY**

2018-2019

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the end of 2019 school year, 98% of, Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	BUDGET	BEGINNING	ENDING	
Sorensen Elementary will provide opportunity for parent participation and involvement by: Raise Your Hand Texas Fellowship One play per grade level, throughout the year. A. Parent Orientation -Meet your teacher before school starts. In a workday (3-5 pm) -Inform parents of student expectations. -Code of conduct -Emergency card -Contact information - Technology form - Rules & Consequences -Rewards B. Encouraging parents to participate in their child's education by: • Class dojo • Homework videos • Invite parents to come in for mini lessons		*Principal *Assistant Principal *Parent Educator *Parental Involvement Committee Principal/ Assistant Principal	Principal Assistant Principal Principal/Assistant Principal			Aug. '18	June '19	Formative: Promote parent attendance at meetings and conferences. Sign In Logs Sign In Logs
				*Student Handbook		Aug. '18	June '19	
					*Student Information Forms Classroom Rules			Sign In Logs

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the year 2018-2019, school year, 98% of, Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
a) Attending parent-teacher conferences Provide parents with Agendas, Dictionaries, note pads.		*Teacher	*Principal *Assistant Principal		Documentation Form STAAR Official Document	Aug. '18	June '19	Conference Log
b) Attending/helping with school events		*Teachers				Aug. '18	June '19	Parent Log
c) Attending PAC meetings Parenting Sessions Provide snack for PAC meeting		*Parent Educator			*Speakers Parent Ed. PSJA HS Team Title I	On-going		Sign In Log
d) Raffles for Parents in Attendance		*Parent Educator	*Principal *Assistant Principal		*School Report Card Survey	Aug. '18		*Results of School Report Card
e) Providing feedback by completing School report card survey		*Teachers			School Compact	Aug. '18		
f) Completing Parent-teacher -student agreement			*Principal *Assistant Principal					

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the year 2018-2019, school year, 98% of, Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
				FTE'S	RESOURCES BUDGET	BEGINNING	ENDING	
Sorensen Elementary will provide educational opportunities for parents through <ul style="list-style-type: none"> * school computer classes * Monthly parenting sessions Student performances by grade level. Drug Free Presentation	All students	Parent Educator	*Principal Assistant Principal			Aug. '18	June '19	Parent Education Documentation
		Computer Lab Manager	*Principal Assistant Principal	Computer Lab		Sept. '18	June '19	
		PSJA HS Team	*Principal Assistant Principal	SJ Site Manager Cafeteria		Aug. '18	June '19	
<ul style="list-style-type: none"> • Bilingual/ESL Classes * Graham's for Grandparent's * Donuts for Dad * Muffins for Mom * Festival of Lights * Halloween Carnival * Valentine Social * Open House * Field Day * Fundraisers * Lunch picnic- child & Parent * Fun Fest (end of the year) * Talent Show 		Parent Educator Computer Lab Manager Admin./Staff	*Principal Assistant Principal		Admin./ Staff Cafeteria			* Increase parental involvement

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the year 2018-2019, school year, 98% of , Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S RESOURCES NEEDED	RESOURCES NEEDED	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
La escuela Sorensen proveerá oportunidades para que los padres participen y se envuelvan en la educación de sus hijos por medio de:	Director/a	Director/a						
A) Orientación de padres un día antes que principie el año escolar donde: *conocerá a la maestra *se les dará informes sobre las expectativas	Maestro/a Educador/a de padres	Director/a Maestro/a			Salones de clase	Aug. '18	June '19	Registro de asistencia
B) Animando a los padres que participen en la educación de sus hijos por medio de:								

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the year 2018-2019, school year, 98% of, Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

ESTRATEGIAS/PASOS DE ACCION	STUDENT SUB-GROUP & NEEDS	PERSONAS RESPONSABLES MONITOREANDO		RECURSOS DE FUNDACION BUDGET	TIMELINE		MEDIDAS DE EVALUACION	
		IMPLEMENTACION	MONITOREANDO		EMPIEZO	TERMINO		
La escuela Sorensen provee oportunidades educacionales para padres *Sesión de para padres una vez por mes *Día de los Abuelos *Donas para Papá *Mantecadas de mamá *Festival de Luces *carnaval de Halloween *Evento social de San Valentín *Evento de (Field Day) *Recaudo de fondos *Open House * Festival de Diversión		Educadora de Padres	Directora/ Asistente de Directora		agosto '18	junio '19	Registro de asistencia	
		Equipo de PSJA HS	Directora/ Asistente de Directora	*cafeteria				
		Maestros/as	Directora/ Asistente de Directora	*salon de clases				

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019

GOAL AREA: VIII. Parental & Community Involvement

FIVE YEAR GOAL: By the year 2018-2019, school year, 98% of, Sorensen Elementary Parents will be actively involved to enhance their child's education.

OBJECTIVES: Sorensen Elementary will implement a Comprehensive Parental Involvement Program.

ESTRATEGIAS/PASOS DE ACCION	STUDENT SUB-GROUP & NEEDS	PERSONAS RESPONSABLES IMPLEMENTACION MONITOREANDO	FTE'S RECURSOS BUDGET	RECURSOS DE FUNDACION BUDGET	TIMELINE EMPIEZO TERMINO	MEDIDAS DE EVALUACION
a) Asistir a conferencias entre padres/maestros		*Maestros		Documentación Forma Documento Oficial de STAAR	agosto '18 junio '19	
b) Asistir/ayudando con eventos de la Escuela		*Maestros			Sigue Sigue	
c) Asistir a Juntas de Padres durante el día y una en la noche		*Educador de padres		*Orador: PSJA HS Team		
d) Llenar una encuesta		*Educador de padres		* cuestionario del reporte de la escuela	agosto '18 junio '19	*Resultados del reporte de la escuela
e) Llenar un contrato entre maestro y estudiante		*Maestros		* compacto de escuela	agosto '18 junio '19	

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SORENSEN ELEMENTARY
2018-2019**

GOAL AREA:

FIVE YEAR GOAL:

OBJECTIVES:

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION/ MEASUREMENT
<p>What is the strategy or activity being used to provide the particular student group an opportunity to achieve? The strategy/activity should be supplemental to the basic program.</p>	<p>What student group is being addressed? Express these students' needs in terms of % passing the particular test.</p>	<p>Who is going to "do" the strategy or activity described?</p>	<p>Who is going to make certain that the strategy/activity gets done by the person(s) responsible for implementing the strategy/activity? This person should have supervisory authority over the person(s) implementing strategy.</p>	<p>What is the number of "full-time equivalent" supplemental staff?</p>	<p>What resources will be needed to do the strategy/activity? (salaries, supplemental pay, materials, test scores, etc.)</p>	<p>What program will fund the particular resource needed? IF SCE: Enter amount of money needed.</p>	<p>When will this strategy /activity start?</p>	<p>When will this strategy/activity completed?</p>	<p>Formative: What "documentation" will you have that the strategy/activity was actually done? Everything should impact student achievement; so, "increase in test scores" should not be the only entry. Summative: End of year STAAR scores, attendance rate</p>



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 3 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category																		
		Number of Students Tested		Average Scale Score		Did Not Meet		Approaches		Meets		Masters		Understanding Across Genres		Understanding/Literary Texts		Understanding/Analytical Texts		
Number	Percent	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	64	98																		
Students Not Tested																				
Absent	1	2																		
Other	0	0																		
Total Documents Submitted	65	100																		
--- = No Data Reported For Fewer Than Five Students																				
All Students			1481		9	14	55	86	35	55	21	33	78	11.0	73	9.8	70			
Male			1470		8	23	27	77	18	51	11	31	76	10.6	71	9.3	67			
Female			1493		1	3	28	97	17	59	10	34	81	11.4	76	10.3	73			
No Information Provided																				
Hispanic/Latino			1480		9	14	54	86	34	54	21	33	78	10.9	73	9.8	70			
American Indian or Alaska Native																				
Asian																				
Black or African American																				
Native Hawaiian or Other Pacific Islander																				
White																				
Two or More Races																				
Economically Disadvantaged			1452		8	17	39	83	22	47	12	26	75	10.4	69	9.3	67			
Title I, Part A			1560		1	6	16	94	13	76	9	53	87	12.7	85	11.0	79			
Migrant			1481		9	14	55	86	35	55	21	33	78	11.0	73	9.8	70			
Limited English Proficient			1484		8	13	53	87	33	54	21	34	80	11.0	73	9.8	70			
Bilingual																				
ESL																				
Special Education			1489		7	12	53	88	34	57	21	35	81	11.1	74	9.9	71			
Gifted/Talented			1693		0	0	5	100	5	100	4	80	100	13.6	91	12.8	91			
At-Risk			1463		9	15	50	85	30	51	17	29	77	10.8	72	9.5	68			
			1460		8	14	48	86	28	50	15	27	78	10.7	71	9.5	68			
			1625		1	13	7	88	7	88	6	75	83	13.0	87	11.5	82			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 3 MATHEMATICS

District: 108-909 PHARR-SAN JUAN
 Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
 Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category															
		1		2		3		4									
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent						
Students Tested	101	99									4						
Students Not Tested																	
Absent	1	1															
Other	0	0															
Total Documents Submitted	102	100															
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students	101	1522	11	11	90	89	61	60	32	32	9.2	71	5.2	74	3.1	76	
Male	56	1519	8	14	48	86	31	55	19	34	9.1	70	5.1	72	3.0	74	
Female	45	1526	3	7	42	93	30	67	13	29	9.4	73	5.3	76	3.2	79	
No Information Provided	0																
Hispanic/Latino	97	1517	11	11	86	89	57	59	28	29	9.2	70	5.1	73	3.0	76	
American Indian or Alaska Native	0																
Asian	1																
Black or African American	0																
Native Hawaiian or Other Pacific Islander	0																
White	3																
Two or More Races	0																
No Information Provided	0																
Economically Disadvantaged	81	1514	11	14	70	86	45	56	24	30	6.4	80	9.0	5.1	73	3.0	74
Yes	20	1553	0	0	20	100	16	80	8	40	6.7	84	10.1	5.5	78	3.5	88
No Information Provided	0																
Title I, Part A	101	1522	11	11	90	89	61	60	32	32	6.5	81	9.2	5.2	74	3.1	76
Participants	0																
Nonparticipants	0																
No Information Provided	0																
Migrant	4																
Yes	0																
No Information Provided	0																
Limited English Proficient	41	1519	6	15	35	85	26	63	12	29	6.4	80	9.5	5.2	74	2.8	71
Current LEP	0																
Non-LEP (Monitored 1st Year)	0																
Non-LEP (Monitored 2nd Year)	0																
Other Non-LEP	60	1524	5	8	55	92	35	58	20	33	6.6	82	9.1	5.2	74	3.2	80
No Information Provided	0																
Bilingual	41	1511	7	17	34	83	25	61	11	27	6.3	79	9.3	5.0	72	2.8	70
Participants	60	1529	4	7	56	93	36	80	21	35	6.6	82	9.2	5.3	75	3.3	81
Nonparticipants	0																
No Information Provided	0																
ESL	1																
Participants	100	1521	11	11	89	89	60	60	31	31	6.5	81	9.2	5.1	73	3.1	76
Nonparticipants	0																
No Information Provided	0																
Special Education	6	1345	4	67	2	33	0	0	0	0	5.0	63	5.2	2.8	4.0	1.7	42
Yes	95	1533	7	7	88	93	61	64	32	34	6.6	82	9.5	5.3	76	3.1	79
No Information Provided	0																
Gifted/Talented	5	1682	0	0	5	100	5	100	5	100	7.8	98	11.8	6.4	91	3.8	95
Participants	96	1514	11	11	85	89	56	58	27	28	6.4	80	9.1	5.1	73	3.0	76
Nonparticipants	0																
No Information Provided	0																
At-Risk	93	1513	10	11	83	89	64	58	26	28	6.4	80	9.1	5.1	73	3.0	75
Yes	8	1621	1	13	7	88	7	88	6	75	7.0	88	10.8	5.5	79	3.6	91
No Information Provided	0																



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 3 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category													
		1 Understanding Across Genres			2 Understanding/ Analysis of Literary Texts			3 Understanding/ Analysis of Informational Texts							
Number	Percent	Number of Items Tested										14			
		#	%	#	%	#	%	#	%	#	%	Avg. # of Items / % Correct	%		
Students Tested	37	100	37	100	37	100	37	100	37	100	37	100	37		
Students Not Tested	0	0	0	0	0	0	0	0	0	0	0	0	0		
Absent	0	0	0	0	0	0	0	0	0	0	0	0	0		
Other	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total Documents Submitted	37	100	37	100	37	100	37	100	37	100	37	100	37		
Legend															
--- = No Data Reported For Fewer Than Five Students															
All Students	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Male	21	57	8	38	13	62	9	43	6	29	71	10.0	67	8.1	58
Female	16	43	2	13	14	88	8	50	5	31	79	11.1	74	8.4	60
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	34	92	9	26	25	74	15	44	10	29	75	10.4	70	8.1	58
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	34	92	10	29	24	71	16	47	10	29	74	10.4	69	8.2	59
No Information Provided	3	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I, Part A	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No	36	97	10	28	26	72	16	44	10	28	74	10.4	69	8.1	58
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Limited English Proficient	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Current LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-LEP (Monitored 1st Year)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-LEP (Monitored 2nd Year)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Non-LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bilingual	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education	2	5	10	29	25	71	17	49	11	31	74	10.5	70	8.4	60
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No	35	95	10	29	25	71	17	49	11	31	74	10.5	70	8.4	60
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gifted/Talented	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Participants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonparticipants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
At-Risk	37	100	10	27	27	73	17	46	11	30	75	10.5	70	8.2	59
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category													
		1 Understanding/ Analyses Across Genres		2 Analyses of Literary Texts		3 Analyses of Informational/ Texts		4 Understanding/ Analyses of Literary Texts		5 Analyses of Informational/ Texts					
Number	Percent	#	%	#	%	#	%	#	%	#	%				
Students Tested	67	100													
Students Not Tested	0	0													
Absent	0	0													
Other	0	0													
Total Documents Submitted	67	100													
Legend															
--- = No Data Reported For Fewer Than Five Students															
All Students	67	100	18	27	49	73	32	48	16	24	71	9.6	64	8.9	68
Male	34	51	11	32	23	68	17	50	7	21	71	9.3	62	8.5	65
Female	33	49	7	21	26	79	15	45	9	27	72	9.8	65	9.3	71
No Information Provided	0	0													
Hispanic/Latino	67	100	18	27	49	73	32	48	16	24	71	9.6	64	8.9	68
American Indian or Alaska Native	0	0													
Asian	0	0													
Black or African American	0	0													
Native Hawaiian or Other Pacific Islander	0	0													
White	0	0													
Two or More Races	0	0													
No Information Provided	0	0													
Economically Disadvantaged	52	78	14	27	38	73	25	48	12	23	71	9.6	64	8.8	68
Yes	15	29	4	27	11	73	7	47	4	27	74	9.5	63	9.1	70
No Information Provided	0	0													
Title I, Part A	67	100	18	27	49	73	32	48	16	24	71	9.6	64	8.9	68
Participants	0	0													
Nonparticipants	0	0													
No Information Provided	0	0													
Migrant	3	5													
Yes	0	0													
No Information Provided	0	0													
Limited English Proficient	13	19	3	23	10	77	7	54	3	23	72	9.5	63	8.8	67
Current LEP	0	0													
Non-LEP (Monitored 1st Year)	0	0													
Non-LEP (Monitored 2nd Year)	0	0													
Other Non-LEP	0	0													
No Information Provided	0	0													
Bilingual	11	16	2	18	9	82	6	55	3	27	74	9.5	63	9.3	71
Participants	56	84	16	29	40	71	26	46	13	23	71	9.6	64	8.8	68
Nonparticipants	0	0													
No Information Provided	0	0													
ESL	67	100	18	27	49	73	32	48	16	24	71	9.6	64	8.9	68
Participants	0	0													
Nonparticipants	0	0													
No Information Provided	0	0													
Special Education	5	7	4	80	1	20	0	0	0	0	53	6.4	43	5.0	38
Yes	0	0													
No Information Provided	0	0													
Gifted/Talented	8	12	0	0	8	100	8	100	6	75	92	13.3	88	11.6	89
Participants	59	88	16	31	41	69	24	41	10	17	69	9.1	60	8.5	65
Nonparticipants	0	0													
No Information Provided	0	0													
At-Risk	30	45	16	53	14	47	8	27	3	10	61	7.8	52	7.1	55
Yes	37	55	2	5	35	95	24	65	13	35	80	11.0	73	10.3	79
No Information Provided	0	0													



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 MATHEMATICS

District: 108-909 PHARR-SAN JUAN
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

	Administration Summary		Results for Each Reporting Category											
			1		2		3		4					
	Number	Percent	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Literacy					
	#	%	#	%	#	%	#	%	#	%				
Students Tested	96	100												
Students Not Tested	0	0												
Absent	0	0												
Other	0	0												
Total Documents Submitted	96	100												
	Legend													
	--- = No Data Reported For Fewer Than Five Students													
	Number of Students Tested		Masters		Meets		Approaches		Did Not Meet		Average Scale Score		Number of Students Tested	
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	1594	16	17	80	83	50	52	27	28	75	75	27	28
Male	46	1597	9	20	37	80	25	54	14	30	73	7.5	14	30
Female	50	1592	7	14	43	86	25	50	13	26	6.9	7.5	13	26
No Information Provided	0													
Hispanic/Latino	96	1594	16	17	80	83	50	52	27	28	75	7.5	27	28
American Indian or Alaska Native	0													
Asian	0													
Black or African American	0													
Native Hawaiian or Other Pacific Islander	0													
White	0													
Two or More Races	0													
No Information Provided	0													
Economically Disadvantaged	78	1595	13	17	65	83	40	51	23	29	74	7.5	23	29
Title I, Part A	18	1593	3	17	15	83	10	56	4	22	80	7.2	4	22
	96	1594	16	17	80	83	50	52	27	28	75	7.5	27	28
Migrant	0													
Limited English Proficient	4													
	92	1600	13	14	79	86	49	53	26	28	76	7.6	26	28
	40	1594	6	15	34	85	23	58	9	23	77	7.4	9	23
Bilingual	39	1591	7	18	32	82	22	56	9	23	76	7.3	9	23
ESL	57	1597	9	16	48	84	28	49	18	32	74	7.6	18	32
	96	1594	16	17	80	83	50	52	27	28	75	7.5	27	28
Special Education	5	1495	1	20	4	80	0	0	0	0	58	6.2	0	0
	91	1600	15	16	76	84	50	56	27	30	76	7.5	27	30
Gifted/Talented	10	1810	0	0	10	100	10	100	8	80	98	9.7	8	80
	86	1569	16	19	70	81	40	47	19	22	72	7.2	19	22
At-Risk	58	1552	15	26	43	74	24	41	9	16	69	6.8	9	16
	38	1659	1	3	37	97	26	68	18	47	85	8.5	18	47
	0													



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 4 WRITING

District: 108-909 PHARR-SAN JUAN
 Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
 Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category																								
		1			2			3			Revision			Editing												
		Number of Students Tested			Average Scale Score			Did Not Meet			Approaches			Meets			Masters			Number of Points Possible			Avg. # of Items / % Correct			
		Number	Percent	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Legend																										
--- = No Data Reported For Fewer Than Five Students																										
All Students		65	100	3951	69	45	31	45	69	31	45	12	18	12	18	4.4	55	4.4	55	4.4	55	12.1	18.1	12.1	18.1	75
Male		33	51	3634	67	22	11	33	67	11	33	3	9	3	9	4.0	50	4.0	50	4.0	50	11.7	17.7	11.7	17.7	73
Female		32	49	4072	72	23	9	28	72	9	28	9	28	9	28	4.8	59	4.8	59	4.8	59	12.4	18.4	12.4	18.4	78
No Information Provided		0	0																							
Hispanic/Latino		65	100	3951	69	45	20	31	69	45	31	12	18	12	18	4.4	55	4.4	55	4.4	55	12.1	18.1	12.1	18.1	75
American Indian or Alaska Native		0	0																							
Asian		0	0																							
Black or African American		0	0																							
Native Hawaiian or Other Pacific Islander		0	0																							
White		0	0																							
Two or More Races		0	0																							
Economically Disadvantaged		52	79	3907	67	35	17	33	67	35	33	8	15	8	15	4.1	51	4.1	51	4.1	51	11.9	17.9	11.9	17.9	74
Title I, Part A		13	20	4128	77	10	3	23	77	10	77	4	31	4	31	5.5	68	5.5	68	5.5	68	12.8	19.8	12.8	19.8	80
Migrant		3	5	3951	69	45	20	31	69	45	31	12	18	12	18	4.4	55	4.4	55	4.4	55	12.1	18.1	12.1	18.1	75
Limited English Proficient		0	0	3976	71	44	18	29	71	44	30	12	19	12	19	4.4	55	4.4	55	4.4	55	12.3	18.3	12.3	18.3	77
Bilingual		11	17	3735	64	7	4	36	64	7	5	0	0	0	0	3.8	48	3.8	48	3.8	48	11.2	16.2	11.2	16.2	70
ESL		9	14	3756	67	6	3	33	67	6	4	0	0	0	0	3.9	49	3.9	49	3.9	49	11.3	16.3	11.3	16.3	71
Special Education		56	86	3982	70	39	17	30	70	39	27	12	21	12	21	4.4	56	4.4	56	4.4	56	12.2	18.2	12.2	18.2	76
Gifted/Talented		65	100	3951	69	45	20	31	69	45	31	12	18	12	18	4.4	55	4.4	55	4.4	55	12.1	18.1	12.1	18.1	75
At-Risk		4	6	4007	74	45	16	26	74	45	31	12	20	12	20	4.6	58	4.6	58	4.6	58	12.3	18.3	12.3	18.3	77
Non-LEP (Monitored 1st Year)		7	11	4770	100	7	0	0	100	7	7	3	43	3	43	6.0	75	6.0	75	6.0	75	14.6	20.6	14.6	20.6	91
Non-LEP (Monitored 2nd Year)		58	89	3852	66	38	20	34	66	38	24	9	16	9	16	4.2	52	4.2	52	4.2	52	11.8	16.8	11.8	16.8	73
Other Non-LEP		0	0																							
Yes		27	41	3558	48	13	14	52	48	13	7	0	0	0	0	3.7	47	3.7	47	3.7	47	9.9	13.9	9.9	13.9	62
No		38	58	4230	64	32	6	16	64	32	24	12	32	12	32	4.8	60	4.8	60	4.8	60	13.6	19.6	13.6	19.6	85
No Information Provided		0	0																							



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Constructed Responses Summary Report

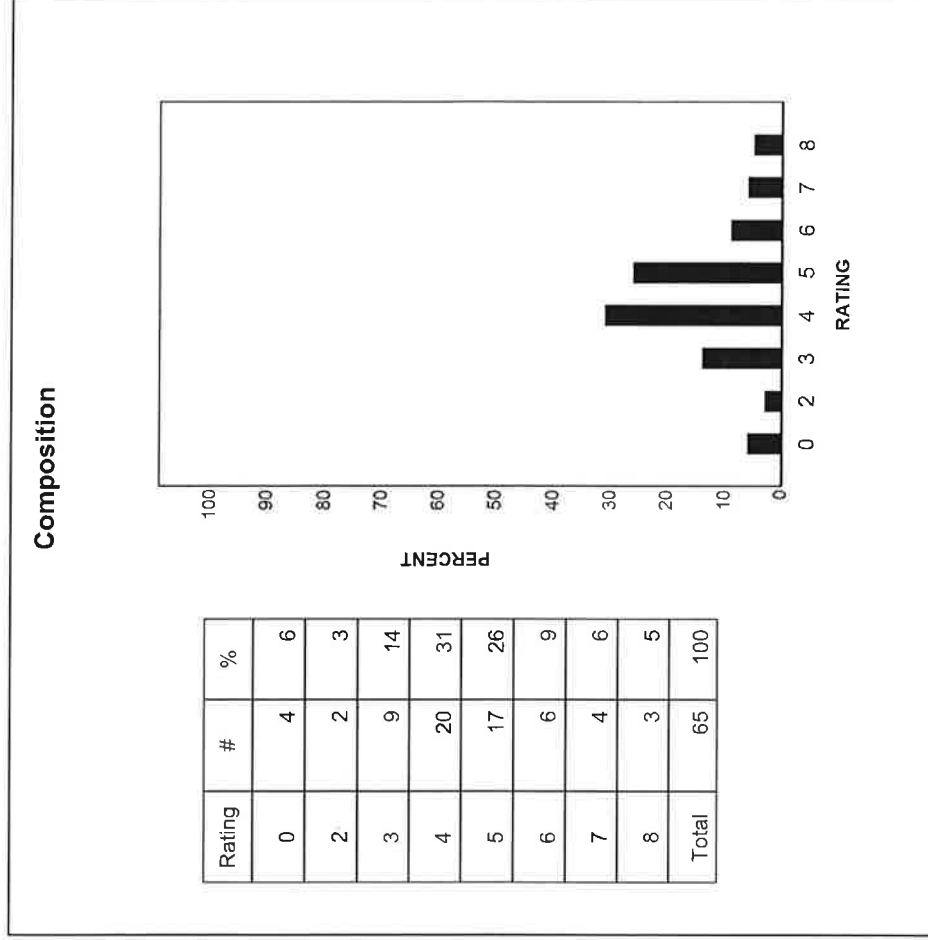
GRADE 4 WRITING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

... = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

GRADE 4 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category														
		1 Understanding/Analyses Across Genres					2 Understanding/Analyses of Literary Texts					3 Understanding/Analyses of Informational Texts				
Number	Percent	#		%		#		%		#		%				
		Students Tested		Approaches		Meets		Masters		Avg. # of Items / % Correct		Number of Items Tested				
		Average Scale Score	Did Not Meet	Scale Score		Scale Score		Scale Score		Scale Score		Scale Score				
Students Tested		29	100													
Students Not Tested		0	0													
Absent		0	0													
Other		0	0													
Total Documents Submitted		29	100													
Legend																
--- = No Data Reported For Fewer Than Five Students																
All Students		29	S-1480	11	38	18	62	9	31	5	17	62	9.1	61	8.1	63
Male		12	S-1480	4	33	8	67	4	33	2	17	68	8.9	59	8.1	62
Female		17	S-1480	7	41	10	59	5	29	3	18	58	9.2	62	8.2	63
No Information Provided		0														
Hispanic/Latino		29	S-1480	11	38	18	62	9	31	5	17	62	9.1	61	8.1	63
American Indian or Alaska Native		0														
Asian		0														
Black or African American		0														
Native Hawaiian or Other Pacific Islander		0														
White		0														
Two or More Races		0														
No Information Provided		0														
Economically Disadvantaged		26	S-1463	11	42	15	58	8	31	4	15	60	8.8	59	8.0	62
Yes		3														
No Information Provided		0														
Title I, Part A		29	S-1480	11	38	18	62	9	31	5	17	62	9.1	61	8.1	63
Participants		0														
Nonparticipants		0														
No Information Provided		0														
Migrant		1														
Yes		0														
No Information Provided		0														
Limited English Proficient		28	S-1488	10	36	18	64	9	32	5	18	63	9.4	62	8.2	63
Current LEP		27	S-1487	10	37	17	63	9	33	5	19	63	9.2	61	8.3	64
Non-LEP (Monitored 1st Year)		0														
Non-LEP (Monitored 2nd Year)		0														
Other Non-LEP		2														
No Information Provided		0														
Bilingual		28	S-1487	10	36	18	64	9	32	5	18	63	9.3	62	8.3	64
Participants		0														
Nonparticipants		0														
No Information Provided		0														
ESL		29	S-1480	11	38	18	62	9	31	5	17	62	9.1	61	8.1	63
Participants		0														
Nonparticipants		0														
No Information Provided		0														
Special Education		29	S-1480	11	38	18	62	9	31	5	17	62	9.1	61	8.1	63
Yes		0														
No Information Provided		0														
Gifted/Talented		27	S-1471	11	41	16	59	7	26	4	15	59	8.9	60	8.0	62
Participants		0														
Nonparticipants		0														
No Information Provided		0														
At-Risk		28	S-1480	11	39	17	61	9	32	5	18	63	9.1	60	8.1	62
Yes		1														
No Information Provided		0														



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report GRADE 4 WRITING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Administration Summary		Results for Each Reporting Category															
		1		2		3		4		5		6					
Number	Percent	Composition		Revision		Editing		Masters		Meets		Approaches		Did Not Meet		Average Scale Score	Number of Students Tested
		#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	31	31	4141	3	10	28	90	17	55	8	26	10	28	3	10	4141	31
Students Not Tested	0	0	3902	3	23	10	77	5	38	2	15	10	77	3	23	3902	13
Absent	0	0	4314	0	0	18	100	12	67	6	33	0	100	0	0	4314	18
Other	0	0															0
Total Documents Submitted	31	31	4141	3	10	28	90	17	55	8	26	10	28	3	10	4141	31
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students		27	4090	3	11	24	89	15	56	6	22	4	24	3	11	4090	27
Male		4															4
Female		0															0
No Information Provided		0															0
Hispanic/Latino		0															0
American Indian or Alaska Native		0															0
Asian		0															0
Black or African American		0															0
Native Hawaiian or Other Pacific Islander		0															0
White		0															0
Two or More Races		0															0
No Information Provided		0															0
Economically Disadvantaged	Yes	27	4090	3	11	24	89	15	56	6	22	4	24	3	11	4090	27
	No	4															4
	No Information Provided	0															0
Title I, Part A	Participants	31	4141	3	10	28	90	17	55	8	26	4	28	3	10	4141	31
	Nonparticipants	0															0
	No Information Provided	0															0
Migrant	Yes	1															1
	No	30	4149	3	10	27	90	17	57	8	27	3	27	3	10	4149	30
	No Information Provided	0															0
Limited English Proficient	Current LEP	29	4195	2	7	27	93	17	59	8	28	2	27	2	7	4195	29
	Non-LEP (Monitored 1st Year)	0															0
	Non-LEP (Monitored 2nd Year)	0															0
	Other Non-LEP	2															2
	No Information Provided	0															0
Bilingual	Participants	30	4182	2	7	28	93	17	57	8	27	2	28	2	7	4182	30
	Nonparticipants	1															1
	No Information Provided	0															0
ESL	Participants	31	4141	3	10	28	90	17	55	8	26	3	28	3	10	4141	31
	Nonparticipants	0															0
	No Information Provided	0															0
Special Education	Yes	0															0
	No	31	4141	3	10	28	90	17	55	8	26	3	28	3	10	4141	31
	No Information Provided	0															0
Gifted/Talented	Participants	3	4053	3	11	25	89	14	50	5	18	3	25	3	11	4053	3
	Nonparticipants	28															28
	No Information Provided	0															0
At-Risk	Yes	30	4153	3	10	27	90	17	57	8	27	3	27	3	10	4153	30
	No	1															1
	No Information Provided	0															0



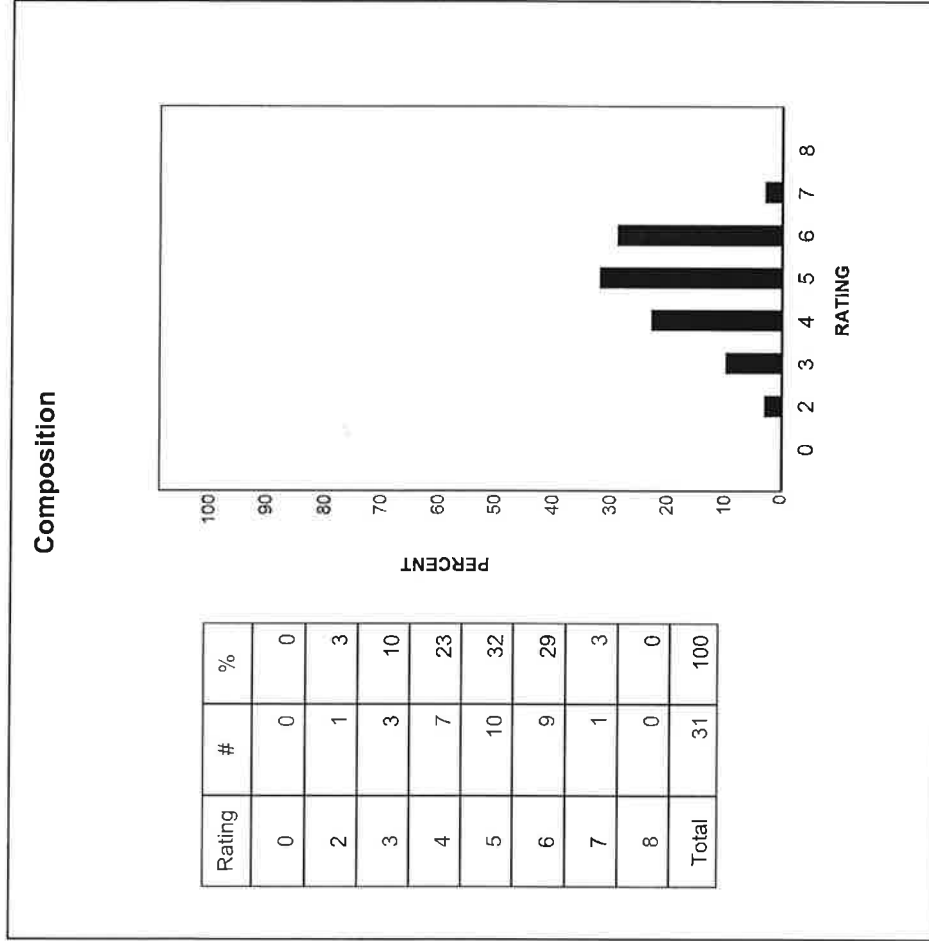
STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH
Constructed Responses Summary Report
GRADE 4 WRITING

District: 108-909 PHARR-SAN JUAN-
 Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
 Date of Testing: SPRING 2018

--- = No Data Reported For Fewer Than Five Students

Written Composition Rating Summary



The written composition has been scored independently by two readers. The rating of 0-8 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

GRADE 5 SCIENCE

District: 108-909 PHARR-SAN JUAN
 Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
 Date of Testing: MAY 2018

Administration Summary		Results for Each Reporting Category																	
		1		2		3		4		5		6							
Number	Percent	Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		Masters		Meets		Approaches		Did Not Meet		Average Scale Score	Number of Students Tested
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	110	100																	
Students Not Tested	0	0																	
Absent	0	0																	
Other	0	0																	
Total Documents Submitted	110	100																	
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
All Students	110	3876	27	25	83	75	50	45	20	18	68	5.8	7.3	6.7	67	8.5	8.5	71	
Male	61	3812	20	33	41	67	29	48	9	15	65	5.6	6.9	6.6	66	8.2	8.2	68	
Female	49	3957	7	14	42	86	21	43	11	22	72	6.1	7.7	6.9	69	8.9	8.9	74	
No Information Provided	0																		
Hispanic/Latino	109	3866	27	25	82	75	49	45	19	17	68	5.8	7.2	6.7	67	8.5	8.5	71	
American Indian or Alaska Native	0																		
Asian	0																		
Black or African American	0																		
Native Hawaiian or Other Pacific Islander	0																		
White	1																		
Two or More Races	0																		
No Information Provided	0																		
Economically Disadvantaged	90	3791	26	29	64	71	35	39	12	13	66	5.6	7.0	6.4	64	8.1	8.1	67	
Yes	20	4261	1	5	19	95	15	75	8	40	80	6.7	8.4	8.2	82	10.4	10.4	87	
No Information Provided	0																		
Title I, Part A	110	3876	27	25	83	75	50	45	20	18	68	5.8	7.3	6.7	67	8.5	8.5	71	
Participants	0																		
Nonparticipants	0																		
No Information Provided	0																		
Migrant	3																		
Yes	0																		
No Information Provided	0																		
Limited English Proficient	36	3853	9	25	27	75	14	39	6	17	68	5.7	7.2	6.8	68	8.3	8.3	69	
Current LEP	0																		
Non-LEP (Monitored 1st Year)	5	4232	0	0	5	100	4	80	1	20	90	6.6	8.3	8.0	80	9.6	9.6	80	
Non-LEP (Monitored 2nd Year)	69	3863	18	26	51	74	32	46	13	19	67	5.8	7.2	6.6	66	8.6	8.6	71	
Other Non-LEP	0																		
No Information Provided	0																		
Bilingual	34	3952	5	15	29	85	15	44	7	21	72	6.0	7.5	7.3	73	8.7	8.7	73	
Participants	76	3842	22	29	54	71	35	46	13	17	67	5.7	7.1	6.5	65	8.4	8.4	70	
Nonparticipants	0																		
No Information Provided	0																		
ESL	110	3876	27	25	83	75	50	45	20	18	68	5.8	7.3	6.7	67	8.5	8.5	71	
Participants	0																		
Nonparticipants	0																		
No Information Provided	0																		
Special Education	7	3310	5	71	2	29	1	14	1	14	45	3.6	4.5	4.7	47	5.9	5.9	49	
Yes	103	3915	22	21	81	79	49	48	19	18	70	6.0	7.5	6.9	69	8.7	8.7	72	
No Information Provided	0																		
Gifted/Talented	17	4448	0	0	17	100	14	82	11	65	87	7.1	8.8	8.6	86	10.7	10.7	89	
Participants	93	3772	27	29	66	71	36	39	9	10	65	5.6	7.0	6.4	64	8.1	8.1	68	
Nonparticipants	0																		
No Information Provided	0																		
At-Risk	65	3693	23	35	42	65	19	29	7	11	60	5.3	6.6	6.2	62	7.6	7.6	63	
Yes	45	4142	4	9	41	91	31	69	13	29	80	6.6	8.3	7.5	75	9.8	9.8	82	
No Information Provided	0																		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combining Summary Report

GRADE 3 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Legend	STAAR		STAAR Spanish		TOTAL			
	Students Tested	Approaches	Number of Students Tested	Approaches	Number of Students Tested	Approaches		
		#					%	#
All Students	64	55	86	37	73	101	82	81
Male	35	27	77	21	62	56	40	71
Female	29	28	97	16	88	45	42	93
No Information Provided	0	0	0	0	0	0	0	0
Hispanic/Latino	63	54	86	34	74	97	79	81
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	1	0	0	0	0	1	0	0
Black or African American	0	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	0	3	0	3	0	0
Two or More Races	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
Economically Disadvantaged	47	39	83	34	71	81	63	78
Yes	17	16	94	3	0	20	19	95
No Information Provided	0	0	0	0	0	0	0	0
Title I, Part A	64	55	86	37	73	101	82	81
Participants	0	0	0	0	0	0	0	0
Nonparticipants	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
Migrant	3	3	100	0	0	0	0	0
Yes	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
Limited English Proficient	4	4	100	0	0	0	0	0
Current LEP	0	0	0	0	0	0	0	0
Non-LEP (Monitored 1st Year)	0	0	0	0	0	0	0	0
Non-LEP (Monitored 2nd Year)	0	0	0	0	0	0	0	0
Other Non-LEP	60	51	85	0	0	60	51	85
No Information Provided	0	0	0	0	0	0	0	0
Bilingual	4	4	100	0	0	0	0	0
Participants	60	51	85	0	0	60	51	85
Nonparticipants	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
ESL	1	1	100	0	0	0	0	0
Participants	63	54	86	37	73	100	81	81
Nonparticipants	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
Special Education	4	4	100	0	0	0	0	0
Yes	60	53	88	0	0	60	53	88
No Information Provided	0	0	0	0	0	0	0	0
Gifted/Talented	5	5	100	0	0	5	5	100
Participants	59	50	85	37	73	96	77	80
Nonparticipants	0	0	0	0	0	0	0	0
No Information Provided	0	0	0	0	0	0	0	0
At-Risk	56	48	86	37	73	93	75	81
Yes	8	7	88	0	0	8	7	88
No Information Provided	0	0	0	0	0	0	0	0

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combining Summary Report

GRADE 3 MATHEMATICS

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018



Legend	STAAR			STAAR Spanish			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
--- = No Data Reported For Fewer Than Five Students	101	90	89	0	---	101	90	89	
All Students	56	48	86	0	---	56	48	86	
Male	45	42	93	0	---	45	42	93	
Female	0	0	---	0	---	0	0	---	
No Information Provided	97	86	89	0	---	97	86	89	
Hispanic/Latino	0	---	---	0	---	0	---	---	
American Indian or Alaska Native	1	---	---	0	---	1	---	---	
Asian	0	---	---	0	---	0	---	---	
Black or African American	0	---	---	0	---	0	---	---	
Native Hawaiian or Other Pacific Islander	3	---	---	0	---	3	---	---	
White	0	---	---	0	---	0	---	---	
Two or More Races	0	---	---	0	---	0	---	---	
No Information Provided	81	70	86	0	---	81	70	86	
Economically Disadvantaged	20	20	100	0	---	20	20	100	
Title I, Part A	101	90	89	0	---	101	90	89	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	0	---	---	0	---	0	---	---	
No Information Provided	4	---	---	0	---	4	---	---	
Migrant	97	87	90	0	---	97	87	90	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	0	---	---	0	---	0	---	---	
No Information Provided	41	35	85	0	---	41	35	85	
Limited English Proficient	0	---	---	0	---	0	---	---	
Current LEP	0	---	---	0	---	0	---	---	
Non-LEP (Monitored 1st Year)	0	---	---	0	---	0	---	---	
Non-LEP (Monitored 2nd Year)	60	55	92	0	---	60	55	92	
Other Non-LEP	0	---	---	0	---	0	---	---	
No Information Provided	41	34	83	0	---	41	34	83	
Bilingual	60	56	93	0	---	60	56	93	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	1	---	---	0	---	1	---	---	
ESL	100	89	89	0	---	100	89	89	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	0	---	---	0	---	0	---	---	
No Information Provided	6	2	33	0	---	6	2	33	
Special Education	95	88	93	0	---	95	88	93	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	5	5	100	0	---	5	5	100	
Gifted/Talented	96	85	89	0	---	96	85	89	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	93	83	89	0	---	93	83	89	
At-Risk	8	7	88	0	---	8	7	88	
Participants	0	---	---	0	---	0	---	---	
Nonparticipants	0	---	---	0	---	0	---	---	
No Information Provided	0	---	---	0	---	0	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

GRADE 4 READING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Legend

--- = No Data Reported For Fewer Than Five Students

	STAAR			STAAR Spanish			TOTAL		
	Students Tested	Approaches		Students Tested	Approaches		Students Tested	Approaches	
		#	%		#	%		#	%
All Students	67	49	73	29	18	62	96	67	70
Male	34	23	68	12	8	67	46	31	67
Female	33	26	79	17	10	59	50	36	72
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	67	49	73	29	18	62	96	67	70
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	0	---	---	0	---	---	0	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	0	---	---	0	---	---	0	---	---
Two or More Races	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	52	38	73	26	15	58	78	53	68
	No Information Provided	15	11	3	---	---	18	14	78
Title I, Part A	67	49	73	29	18	62	96	67	70
	Participants	0	---	0	---	---	0	---	---
	Nonparticipants	0	---	0	---	---	0	---	---
	No Information Provided	0	---	0	---	---	0	---	---
Migrant	3	---	---	1	---	---	4	---	---
	Yes	3	---	1	---	---	4	---	---
	No	64	48	28	18	64	92	66	72
	No Information Provided	0	---	0	---	---	0	---	---
Limited English Proficient	13	10	77	27	17	63	40	27	68
	Current LEP	0	---	0	---	---	0	---	---
	Non-LEP (Monitored 1st Year)	0	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	0	---	---	0	---	---
	Other Non-LEP	54	39	72	2	---	56	40	71
	No Information Provided	0	---	0	---	---	0	---	---
Bilingual	11	9	82	28	18	64	39	27	69
	Participants	56	40	71	1	---	57	40	70
	Nonparticipants	0	---	0	---	---	0	---	---
	No Information Provided	0	---	0	---	---	0	---	---
ESL	67	49	73	29	18	62	96	67	70
	Participants	0	---	0	---	---	0	---	---
	Nonparticipants	67	49	73	29	18	96	67	70
	No Information Provided	0	---	0	---	---	0	---	---
Special Education	5	1	20	0	---	---	5	1	20
	Yes	62	48	77	18	62	91	66	73
	No	8	---	---	---	---	0	---	---
	No Information Provided	0	---	0	---	---	0	---	---
Gifted/Talented	8	8	100	2	---	---	10	10	100
	Participants	59	41	69	16	59	86	57	66
	Nonparticipants	0	---	---	0	---	0	---	---
	No Information Provided	0	---	---	0	---	0	---	---
At-Risk	30	14	47	28	17	61	58	31	53
	Yes	37	35	95	1	---	38	36	95
	No	0	---	---	---	---	0	---	---
	No Information Provided	0	---	---	0	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

GRADE 4 MATHEMATICS

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018



Legend	STAAR			STAAR Spanish			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	96	80	83	0	---	---	96	80	83
Male	46	37	80	0	---	---	46	37	80
Female	50	43	86	0	---	---	50	43	86
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	96	80	83	0	---	---	96	80	83
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	0	---	---	0	---	---	0	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	0	---	---	0	---	---	0	---	---
Two or More Races	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	78	65	83	0	---	---	78	65	83
Yes	18	15	83	0	---	---	18	15	83
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	96	80	83	0	---	---	96	80	83
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	4	---	---	0	---	---	4	---	---
Yes	0	---	---	0	---	---	0	---	---
No	92	79	86	0	---	---	92	79	86
No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	40	34	85	0	---	---	40	34	85
Current LEP	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
Other Non-LEP	56	46	82	0	---	---	56	46	82
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	39	32	82	0	---	---	39	32	82
Participants	57	48	84	0	---	---	57	48	84
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	96	80	83	0	---	---	96	80	83
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	5	4	80	0	---	---	5	4	80
Yes	91	76	84	0	---	---	91	76	84
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	10	10	100	0	---	---	10	10	100
Participants	86	70	81	0	---	---	86	70	81
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	58	43	74	0	---	---	58	43	74
Yes	38	37	97	0	---	---	38	37	97
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combining Summary Report

GRADE 4 WRITING

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: SPRING 2018

Legend

--- = No Data Reported For Fewer Than Five Students

	STAAR			STAAR Spanish			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	65	45	69	31	28	90	96	73	76
Male	33	22	67	13	10	77	46	32	70
Female	32	23	72	18	18	100	50	41	82
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	65	45	69	31	28	90	96	73	76
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	0	---	---	0	---	---	0	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	0	---	---	0	---	---	0	---	---
Two or More Races	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	52	35	67	27	24	89	79	59	75
No Information Provided	13	10	77	4	---	---	17	14	82
Title I, Part A	65	45	69	31	28	90	96	73	76
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	3	---	---	1	---	---	4	---	---
No Information Provided	62	44	71	30	27	90	92	71	77
Limited English Proficient	11	7	64	29	27	93	40	34	85
Current LEP	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
Other Non-LEP	54	38	70	2	---	---	56	39	70
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	9	6	67	30	28	93	39	34	87
Participants	56	39	70	1	---	---	57	39	68
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	65	45	69	31	28	90	96	73	76
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	4	---	---	0	---	---	4	---	---
Yes	61	45	74	31	28	90	92	73	79
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	7	7	100	3	---	---	10	10	100
Participants	58	38	66	28	25	89	86	63	73
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	27	13	48	30	27	90	57	40	70
Yes	38	32	84	1	---	---	39	33	85
No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

GRADE 5 SCIENCE

District: 108-909 PHARR-SAN JUAN-
Campus: 112 ALFRED SORENSEN

Report Date: JUNE 2018
Date of Testing: MAY 2018



Legend	STAAR			STAAR Spanish			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
--- = No Data Reported For Fewer Than Five Students	110	83	75	0	---	---	110	83	75
All Students	61	41	67	0	---	---	61	41	67
Male	49	42	86	0	---	---	49	42	86
Female	109	82	75	0	---	---	109	82	75
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	0	---	---	0	---	---	0	---	---
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	0	---	---	0	---	---	0	---	---
Native Hawaiian or Other Pacific Islander	1	---	---	0	---	---	1	---	---
White	0	---	---	0	---	---	0	---	---
Two or More Races	0	---	---	0	---	---	0	---	---
No Information Provided	90	64	71	0	---	---	90	64	71
Economically Disadvantaged	20	19	95	0	---	---	20	19	95
No Information Provided	110	83	75	0	---	---	110	83	75
Title I, Part A	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	3	---	---	0	---	---	3	---	---
Migrant	107	81	76	0	---	---	107	81	76
No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	36	27	75	0	---	---	36	27	75
Current LEP	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 1st Year)	5	5	100	0	---	---	5	5	100
Non-LEP (Monitored 2nd Year)	69	51	74	0	---	---	69	51	74
Other Non-LEP	0	---	---	0	---	---	0	---	---
No Information Provided	34	29	85	0	---	---	34	29	85
Bilingual	76	54	71	0	---	---	76	54	71
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	110	83	75	0	---	---	110	83	75
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	7	2	29	0	---	---	7	2	29
Participants	103	81	79	0	---	---	103	81	79
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	17	17	100	0	---	---	17	17	100
Special Education	93	66	71	0	---	---	93	66	71
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	65	42	65	0	---	---	65	42	65
No Information Provided	45	41	91	0	---	---	45	41	91
At-Risk	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---