

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan
2018-2019
Aida C. Escobar Elementary**

Board Approved:

Mission Statement

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



What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2017-18 STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2017-18 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. Software Reports: Summit K-12, AR Living with Science, Galaxy Learning, Gradecam

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

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

Needs:

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

- In Reading, the achievement gap between Sp. Ed. and All students 2017-2018 is 30%.
- In Mathematics, the achievement gap between Sp. Ed. and All students 2017-2018 is 24%.
- In Writing, the achievement gap between Sp. Ed. and All students 2017-2018 is 20%.
- In Science, the achievement gap between Sp. Ed. and All students 2017-2018 is 17 %.

Personnel Needs:

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

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

Strengths:

- In STAAR Reading, the passing rate for Sp. Ed. students at Escobar Elementary was 54%, 17 points above the district.
- In STAAR Math, the passing rate for Sp. Ed. students at Escobar Elementary was 61%, 1 point above the district.
- In STAAR Writing, the passing rate for Sp. Ed. students at Escobar Elementary was 61%, 33 points above the district.
- In STAAR Math, the passing rate for Sp. Ed. students at Escobar Elementary was 63%, 17 points above the district.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (EL):

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

Needs:

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

- In Science, the achievement gap between EL and All students 2017-2018 is 1%.



Comprehensive Needs Assessment

Demographics

Demographics Summary

English Language Learners (EL):

Strengths:

On the STAAR exam:

- The Reading passing rate for EL students at Escobar Elementary was 92%, 39 points above the district.
- The Mathematics passing rate for EL students at Escobar Elementary was 97%, 22 points above the district.
- The Writing passing rate for EL students at Escobar Elementary was 92%, 36 points above the district.
- The Science passing rate for EL students at Escobar Elementary was 79%, 14 points above the district.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

Domain III: As evident in the STAAR assessments, the results show an achievement gap as follows:

- In Science, the achievement gap between Eco Dis and All Students 2017-2018 is 1%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

Strengths:

- The Reading passing rate for Eco. Dis., students at Escobar Elementary was 85%, 20 points above the district.
- The Mathematics passing rate for Eco. Dis., students at Escobar Elementary was 92%, 12 points above the district.
- The Writing passing rate for Eco. Dis., students at Escobar Elementary was 81%, 19 points above the district.
- The Science passing rate for Eco. Dis., students at Escobar Elementary was 79%, 3 points above the district.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Hispanics

Needs:

None

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Hispanics

Strengths:

- The Reading passing rate for Hispanic students at Escobar Elementary was 84%, 17 points above the district.
- The Mathematics passing rate for Hispanic students at Escobar Elementary was 91%, 11 points above the district.
- The Writing passing rate for Hispanic students at Escobar Elementary was 82%, 19 points above the district.
- The Science passing rate for Hispanic students at Escobar Elementary was 80%, 3 points above the district.

Pre-K-K- CPALS Comprehensive Needs Assessment

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

Pre-K-CPALS Comprehensive Needs Assessment

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

Kinder Comprehensive Needs Assessment - TPRI

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

Kinder Comprehensive Needs Assessment - TPRI

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

Kinder Comprehensive Needs Assessment - Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I Student Achievement	<ul style="list-style-type: none"> • Identificación de las letras • Union de los sonidos • Reconocimiento de las palabras 	<ul style="list-style-type: none"> • Conocimiento de rimas • Union de las silabas • Identificación del sonido inicial 	<ul style="list-style-type: none"> • Rimas • Identificación del sonido inicial
2	Domain II School Progress	<ul style="list-style-type: none"> • Union de los sonidos • reconocimiento de palabras 	<ul style="list-style-type: none"> • Union de las silabas • Conocimiento de sonidos • Identificación del sonido inicial 	<ul style="list-style-type: none"> • Conocimiento de los Sonidos • Union de las silabas
3	Domain III Closing the Gap	<ul style="list-style-type: none"> • Union y segmentacion de silabas • Identificación de sonido inicial • Union de los sonidos 	<ul style="list-style-type: none"> • Conocimiento de rimas 	<ul style="list-style-type: none"> • Conocimiento de los Sonidos • Conocimiento de rimas

Kinder Comprehensive Needs Assessment - Tejas LEE

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

1st Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I Student Achievement	<ul style="list-style-type: none"> • Blending Word Parts • Word Reading set 2 • Word Reading set 3 	<ul style="list-style-type: none"> • Middle Vowels • Initial Blends • Final Blends 	<ul style="list-style-type: none"> • Initial Blends • Final Blends
2	Domain II School Progress	<ul style="list-style-type: none"> • Final Blends • Word Reading set 2 • Word Reading set 3 	<ul style="list-style-type: none"> • Blending Word Parts • Initial Consonants • Middle Vowels 	<ul style="list-style-type: none"> • Initial Consonants • Middle Vowels
3	Domain III Closing the Gap	<ul style="list-style-type: none"> • blending Phonemes • Initial Consonants • Words Reading Set 1 	<ul style="list-style-type: none"> • Deleting Final Sounds • Deleting Initial Sounds • Final Blends • Initial Blends 	<ul style="list-style-type: none"> • Initial Blends • Final Blends

1st Grade Comprehensive Needs Assessment -TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<p>•Low Average of parents with high school diplomas and/or postsecondary education</p>	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Build public relations •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McReil Evaluation Tool 		<p style="text-align: right;">22</p>

1st Grade Comprehensive Needs Assessment -Tejas LEE

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

1st Grade Comprehensive Needs Assessment -Tejas LEE

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

2nd Grade Comprehensive Needs Assessment - TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I Student Achievement	<ul style="list-style-type: none"> • Spelling set 1 • Word Reading set 1 • Word Reading set 2 • Word Reading Set 3 	<ul style="list-style-type: none"> • Spelling set 2 • Spelling set 3 • Spelling set 4 	<ul style="list-style-type: none"> • Spelling set 2 • Spelling set 4
2	Domain II School Progress	<ul style="list-style-type: none"> • Spelling set 1 • Spelling set 2 • Spelling set 3 • Word Reading set 2 	<ul style="list-style-type: none"> • Word Reading Set 1 • Word Reading Set 3 • Word Reading set 4 	<ul style="list-style-type: none"> • Word Reading Set 3 • Word Reading set 4
3	Domain III Closing the Gap	<ul style="list-style-type: none"> • Word Reading set 1 • Word Reading set 2 • Word Reading Set 3 	<ul style="list-style-type: none"> • Word Reading set 4 • Spelling set 2 • Spelling set 4 	<ul style="list-style-type: none"> • Word Reading set 4 • Spelling set 4

2nd Grade Comprehensive Needs Assessment - TPRI

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use •Build public relations •Improve student retention
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McReil Evaluation Tool 		26

2nd Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I Student Achievement	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado • Cuento 1-compreension 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado
2	Domain II School Progress	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Dictado • Average WPM (Fluency) • Cuento 1-compreension 	<ul style="list-style-type: none"> • Dictado
3	Domain III Closing the Gap	<ul style="list-style-type: none"> • Reconocimiento de palabras • Cuento 1-Lectura • Cuento 2-Lectura • Cuento 2-Compresion 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado • Cuento 1-compreension 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Dictado

2nd Comprehensive Needs Assessment -Tejas LEE

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> •Neighborhood schools •New buildings/renovations •Communication in both English and Spanish •Elementary parent involvement is high •Parent Liaison District level and campus •Parent Centers •Business Partnerships •IHE Partnerships 	<ul style="list-style-type: none"> •Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> •Create opportunities for parents to receive postsecondary training/education •Initiate parent academic conferences at all levels
6	Technology	<ul style="list-style-type: none"> •Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> •Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> •Provide training on the implementation of technology integration; increase on-line resource use •Build public relations
7	School Culture and Climate	<ul style="list-style-type: none"> •Good student attendance •Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline •Collaborative Learning Communities with common planning periods •Customer Service •College for All Culture 	<ul style="list-style-type: none"> •Decrease in student enrollment 	<ul style="list-style-type: none"> •Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> •Highly Qualified Staff •New Teacher Academy •McRell Evaluation Tool 		28

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<ul style="list-style-type: none"> Domain I Student Achievement 	<ul style="list-style-type: none"> 3rd Grade Reading 3rd Grade Mathematics 4th Grade Mathematics 5th Grade Reading 5th Grade Mathematics <p>Mastery 81% or Higher</p>	<ul style="list-style-type: none"> 4th Grade Reading 5th Grade Science 4th Grade Writing <p>Mastery 80% or Lower</p>	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> 4th Grade Writing 5th Grade Science <p>SMART Goal: 82% or Higher</p>
2	<ul style="list-style-type: none"> Domain II School Progress 	<p>Escobar Elementary exceeded the district's target for Domain 2 part A of 90% with 91% meeting or exceeding the progress measure.</p>	<ul style="list-style-type: none"> 23% of our students did not meet or exceed progress measure. Possible point 222 Escobar 171 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2017-18 in Reading and Math
3	<ul style="list-style-type: none"> Domain III Closing the Gap 	<p>Escobar Elementary:</p> <p>Reading: Meets 56% Masters 29% Meets 69% Masters 39% Writing: Meets 61% Masters 31%</p>	<p>Escobar Elementary:</p> <p>Science: Meets 34% Masters 15% Goal 58% Escobar 56%</p> <p>Whites:</p> <ul style="list-style-type: none"> Increase the percent of Meets and Master in Science by 5% Increase the percent of Whites by 3% 	<p>All students will receive additional support and intensive interventions in Science.</p> <p>Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their grade level.</p> <p>Check coding on PEIMS during Snapshot</p>
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Summary of Findings

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



CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	776	383	393	46	315	0	0	17	12	Pending	17	0
Percent	100	49	56	6	41	0	0	2	2	91	2	0

CAMPUS DEMOGRAPHICS



Total Enrollment – 804

Total Number of Classrooms-38

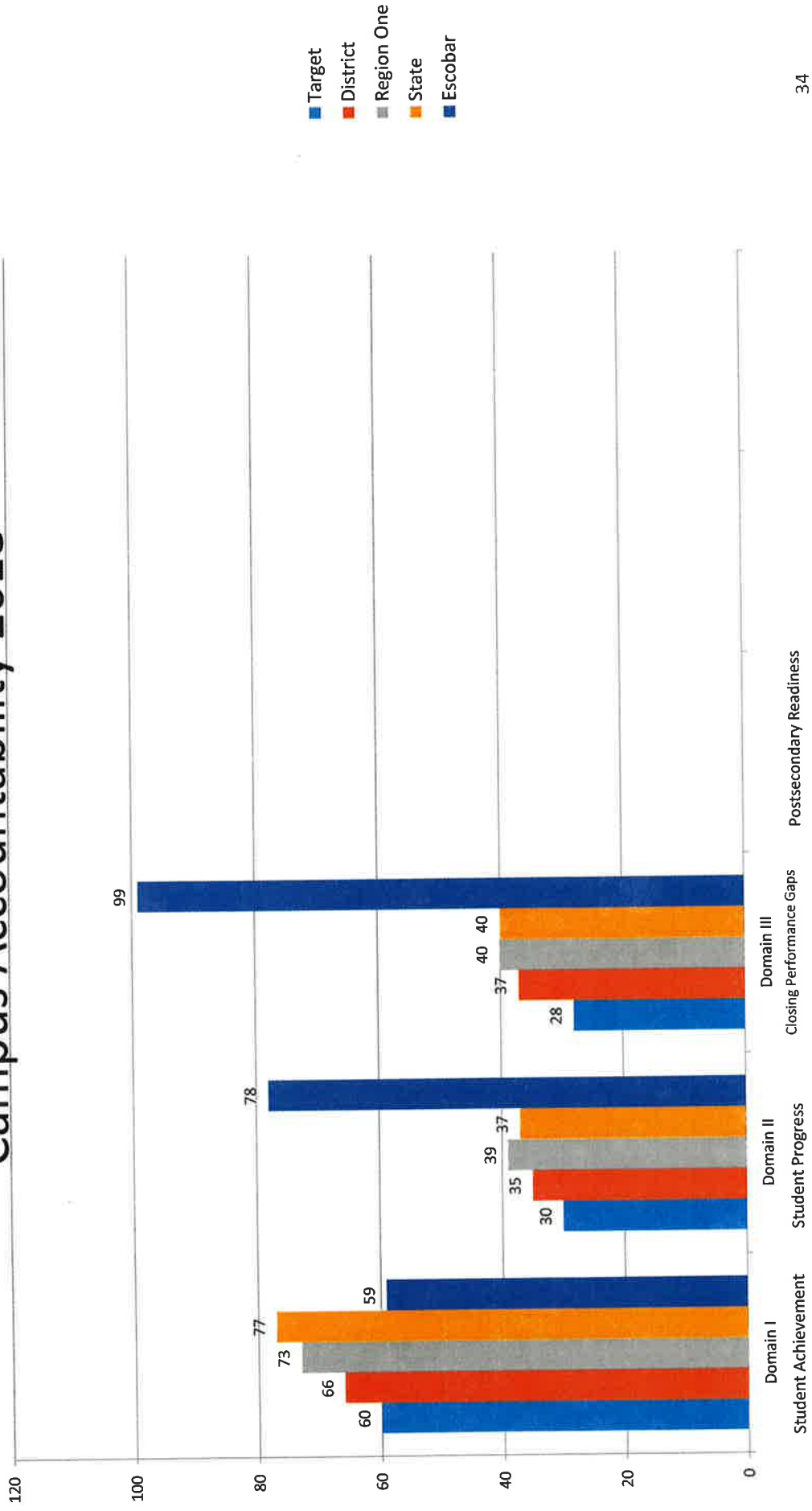
Percent	Escobar	PSJA ISD
Hispanic	97%	99.01%
Economically Disadvantaged	91%	87.08%
EL	50%	43.06%

Student Achievement Summary 2018



	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Index 1 Student Performance	60	75	74	70	84	86
Index 2 Progress Measure	32	41	44	41	54	56
Index 3 Closing the Gap	28	40	45	43	55	57
Index 4 Postsecondary Readiness	12	76	83	83	49	51

Campus Accountability 2018





Student Achievement Summary 2018

All Students Performance Rates	Performance Target 2018	State	Region 1	PSIAISD	Escobar	Goals 2019
Reading	60			67	84	86
Math	60			80	91	92
Writing	60			63	80	83
Science	60			77	80	83



Student Achievement Summary 2018

ELL Current & Monitored Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			49	90	92
Math	60			72	92	93
Writing	60			57	96	97
Science	60			62	83	84



Student Achievement Summary 2018

Special Ed Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			37	54	56
Math	60			60	67	69
Writing	60			28	60	62
Science	60			46	63	65



Student Achievement Summary 2018

ECO Dis Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			65	85	87
Math	60			80	92	94
Writing	60			62	81	83
Science	60			76	79	81



Student Achievement Summary 2018

Hispanic Performance Rates	Performance Target 2018	PSJAISD	Escobar	Goals 2019
Reading	60	67	84	86
Math	60	80	91	92
Writing	60	63	82	84
Science	60	77	80	83

Campus Domain III-Student Success



Campus 2018 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	Eis Current and Monitored	% Met for Min Size Req
	Meets	59	58	58	56	66%				59		67
Masters	31	30	30	32	66%				31		38	
Percent of Eligible Measures Met												

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



Domain III

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored EL	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	% of Eligible Measures Met
Academic Achievement / Reading	Y		Y						Y		Y	Y	Y			
Academic Achievement / Math	Y		Y						Y		Y	Y	Y	12	12	100%
Growth Status/ Reading	Y		Y						Y		Y	Y	Y			
Growth Status/ Math	Y		Y						Y		Y	Y	Y	12	12	100%
English Lang. Proficiency Status											Y			1	1	100%
Student Success Status	Y		Y	N					Y	Y	Y	Y	Y	7	8	88%
Total																99

2018-2019 Campus Goals

- The following charts reflect the State Accountability results in **2017-2018** (STAAR ALT 2, STAAR L), including the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2018-2019 school year.

2018-2019 Campus Goals



3rd Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2018	2019
Approaches	90	92
Meets	69	70
Masters	35	36

4th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2018	2019
Approaches	86	89
Meets	74	65
Masters	85	41

5th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2018	2019
Approaches	97	97
Meets	72	72
Masters	86	40

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



2018-2019 Campus Goals

3rd Grade Reading			4th Grade Reading			5th Grade Reading		
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
	2018	2019		2018	2019		2018	2019
Approaches	67	89	Approaches	76	79	Approaches	90	90
Meets	57	60	Meets	53	55	Meets	57	60
Masters	31	31	Masters	31	32	Masters	23	25

These charts do not reflect the State Accountability results because they include district data collected from all of the assessments that the state will use for the state accountability ratings in 2015-2016 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the 4th mathematics 3-8, and all populations. During the 2014-2015 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-8 were excluded.

2018-2019 Campus Goals



4th Grade Writing		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment	TARGET: 60%
	2018	2019
Approaches	56	82
Meets	72	62
Masters	84	32

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

2018-2019 Campus Goals



COLLEGE
READY. CONNECTED. COMPLETE.

5th Grade Science		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2018	2019
Approaches	58	85
Meets	78	39
Masters	89	20

These

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

2018-2019 Campus Goals

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

Aida C. Escobar Elementary 2018-2019

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

Objective 1: Curriculum will be vertically and horizontally aligned in 2018-2019 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
READING- ALL STUDENTS Implement a research based, TEKS aligned reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Summer School instruction for eligible students	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds, Title 1 Funds, SCE	June 2018 – July 2019	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3

Campus Goal 1: Improve Student Academic Achievement (Index 1) **Aida C. Escobar Elementary 2017-2018**

Objective 1: Curriculum will be vertically and horizontally aligned in 2018-2019 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Daily review of Phonemic Awareness, Word Attack Strategies, Fluency <ul style="list-style-type: none"> • Echo • Choral • Pair Word Families,	Highly Qualified Teachers Teacher Assistants	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Progress Monitoring /Intervention Lesson Plans Attendance Action Plan	Student achievement Gains Fluency Charts Running Records	TPRI Circle DRA	Title 1 - #1, 2, 3
MATH—ALL STUDENTS Implement a research based, TEKS aligned math curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1 - #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2018- May 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR, Voyager, Capstone	Title 1 - #2, 3, 5, 9
Summer School instruction for eligible students	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds, Title 1 Funds, SCE	June 2018 – July 2019	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9

Aida C. Escobar Elementary 2018 - 2019

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

Objective 1: Curriculum will be vertically and horizontally aligned in 2018-2019 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
MATH—ALL STUDENTS Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Number Fluency <ul style="list-style-type: none"> calendar math sequence of numbers ordering numbers basic facts with automaticity 	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Lesson Plans Action Plan Tutoring plans	Mastery of Math TEKS	Daily/Weekly assessments	Title 1-#1, 3, 9
Writing—ALL STUDENTS Implement a research based, TEKS aligned writing curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students Summer School instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- July 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9

Aida C. Escobar Elementary 2018 - 2019

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

Objective 1: Curriculum will be vertically and horizontally aligned in 2017-2018 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>Writing –ALL STUDENTS</u> Implement the following writing strategies</p> <ul style="list-style-type: none"> • Bill McDonald Writing Strategies • Gretchen Bernabi Writing strategies • Lucy Calkins Writing Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended prompt • Interactive Writing • Under scribing • Write from the Beginning • Lucy Caulkins Writing Strategies • Forde Ferrier Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended prompt • Interactive Writing • Under scribing • Write from the Beginning • Lucy Caulkins Writing Strategies • Writing Strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended Prompt • Galaxy Education 	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2018- May 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #1, 2, 3, 5, 9

Aida C. Escobar Elementary 2018 - 2019

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

Objective 1: Curriculum will be vertically and horizontally aligned in 2017-2018 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>Writing—ALL STUDENTS</u></p> <ul style="list-style-type: none"> • Interactive • Under scribing • Write from the Beginning • Lucy Caulkins 	Highly Qualified Teachers	Local Funds Title 1 Funds SCE	August 2018- May 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1 - #1,2,3,4,9
<p><u>Science—ALL STUDENTS</u> Implement a research based, TEKS aligned science curriculum to meet the needs of all students utilizing Summit K+12</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
<p>Provide intervention in small group instruction for all students</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
<p>Utilize the TEKS to guide instruction and prepare for STAAR.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2018- May 2019	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<p>Provide hands on lab experiments (science lab)</p>	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	August 2018- May 2019	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3

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

Aida C. Escobar Elementary 2018 - 2019

Objective 1: Curriculum will be vertically and horizontally aligned in 2017-2018 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Science –ALL STUDENTS Provide digital science lab experiments (Living with Science Software)</p>	Highly Qualified Science Lab Manager	Local Funds, Title 1 Funds	August 2018- May 2019	Science Data Reports	Benchmark scores, Student achievement gains	Daily/Weekly assessments	Title 1-#1, 2
<p>Implement C.H.I.A strategy Student Journals</p>	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	August 2018- May 2019	Lesson Plans Action Plan	Benchmark scores, Student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<p>Social Studies–ALL STUDENTS Implement a research based, TEKS aligned science curriculum to meet the needs of all students.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2018- May 2019	Lesson plans	Student achievement gains	Weekly Assessments	Title 1- #2, 3, 5
<p>Research Centers</p> <ul style="list-style-type: none"> • Maps and Globes • Historical Literature • Biographies • Community Roles • Current Events 	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2018- May 2019	Lesson plans	Student achievement gains	Weekly Assessments, Rubrics	Title 1- #2, 3, 5

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

Aida C. Escobar Elementary 2018 - 2019

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress including all sub-populations toward meeting state passing standards in 2016-2017.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Curriculum Based Assessments will be administered to all students including all sub population in the areas of Reading, Math, Writing and Science.</p> <ul style="list-style-type: none"> • Weekly • A.R. Tests-STAR • CBAs (Six Weeks) • Benchmarks (Semester) • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • DRA/EDL 	<p>Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2018- May 2019</p>	<p>Results of assessments</p>	<p>Achievement of Student Gains</p>	<ul style="list-style-type: none"> • Weekly • A.R. Tests • CBAs (Six Weeks) • Benchmarks (Semester) • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • DRA/EDL 	<p>Title 1 - #1, 3</p>

Campus Goal 1: Improve Student Academic Achievement (Index 1) **Aida C. Escobar Elementary 2018 - 2019**

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> • Purchase Supplemental Research Based Resources/Materials for all content areas (Reading, Math, Writing, Science and Social Studies. • Will Books • Barnes & Noble • PSJA Central Office Supply • Lakeshore • Gateway • Ray's Business Products • School Speciality-Educators • SHI Government Solutions • Pearson Education • Rigby Books • Worldly Words • Really Good Stuff, LLC • Curriculum Associates/ STAAR Ready • Measuring Up • Forde Ferrer • Mentoring Minds • G.F. Educators • RALLY • Examen • ECS Learning-STAAR Master Teacher Created Materials • Publishing • Kamico • Print Shop • Brilliant Education -(Sing, Spell, Read & Write) • Instructional SuppliesProvide tutoring / intervention to all students as needed in all content areas (Reading, Math Writing, and Science) • Pay teachers to tutor students • Capstone • GradeCam • Scholastics • Flocabulary • Summit K-12 • Cielo 	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds, Title 1 Funds SCE Funds	Sept. 2018 – Aug. 2019	Results of assessments	Achievement of Student Gains	Weekly Asses CBAs BMS STAAR	Title 1 - #1, 2, 9
	Principal- Mrs. C. Espinoza AP- Mrs. Y. Galvan Teachers	Title 1 Funds Local Funds SCE Funds	Sept. 2018 – Aug. 2019	Tutoring Attendance Forms	Achievement of student gains		Title 1 # 2, 3, 9

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

Aida C. Escobar Elementary 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and how the domains are calculated.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds	August 2018- July 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teaching staff will be trained on how to unpack the TEKS for all grade levels and content areas.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds 199	August 2018- July 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Collaborative Learning Communities (CLCs) will be scheduled 2-3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Title 1 211, Local Funds 199	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

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

Aida C. Escobar Elementary 2018 - 2019

Objective 1: Curriculum will be vertically and horizontally aligned in 2016-2017 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Local Funds	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Title 1, Local Funds 199	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teachers will receive training in the areas of, Reading, Math, Writing and Science by the following consultants: <ul style="list-style-type: none"> • DMR Consultants • Sharon Wells • Bill McDonald • Gretchen Bernabi • Lead4ward • Dual Language Training • District Coordinators • District CLL • Campus CLL & CLF • Pearlized Math Training • Step up to TEKS Wkshp. • Book Study-New Teachers "Fundamental Five" • Rogelio Gomez Jr.-Science • Sandra Garza-Math Consultan • Forde Ferrier, LLC. • Summit K-12 	Consultants District Coordinators	Local Funds 199 Title I	August 2018- July 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

Campus Goal 2 Improve Student Progress in Reading and Math For ALL Students, ELL, Hispanic and Special Education Students (Index 2) Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Math, Reading, Writing – ELL, Hispanic, Special Education</p> <ul style="list-style-type: none"> • Conceptual Refinement • Specialized vocabulary enrichment • word walls • visual aids • overlays • Frayer Model • Thinking Maps • Anchor Charts • In class Support • Visual Schedule • Manipulatives • Bilingual Pairs • CIF strategies • ELPS • Story/Selection Maps • Reflective Journal • Writing 	<p>Highly Qualified Teachers</p>	<p>Title 1 214, Local Funds 199, Bilingual Funds</p>	<p>August 2018- May 2019</p>	<p>Lesson Plans Walk Through McRel Evaluations</p>	<p>Increased Student Progress for all students to include ELL, Hispanic and Special Education population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS, Weekly Assessments</p>	<p>Title 1 - #3, 4, 8</p>

Campus Goal 3: Close the student achievement gap among Economic Disadvantage, Hispanic and Special Education populations. (Index 3) Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 School Wide Components
<p>1. Include supplemental aids, ELPs strategies in Reading, Math, Writing and Science to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> • Dictionaries • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps • Graphic Organizers • Imagine Learning • Lexia • Think through Math • TPRI/Tejas LEE Intervention Strategies • Inclusion/Resource • Self-Contained • Activity Folds • Content & Reflective Journals • Story & Selection Maps 	<p>Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>August 2018- May 2019</p>	<p>Strategies embedded in the campus lesson plans.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS, STAAR ALT, STAAR A</p>	<p>Title 1 #2, 3, 9</p>

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4) Escobar Elem. 2018 - 2019							
Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal (Mrs. C. Espinoza) A.P. (Mrs. Y. Galvan)	Local Funds, Title 1 Funds	August 2018- May 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II F.R. Phase on STAAR	CBA's, BM's, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal (Mrs. C. Espinoza) A.P. (Mrs. Y. Galvan)	Local Funds, Title 1 Funds	August 2018- May 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBA's, BM's, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2018- May 2019	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBA's, BM's, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8

Campus Goal 5: Family and Community Involvement

Aida C. Escobar Elementary 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Parent meetings geared toward knowledge of standardized testing. Host an Open House. Meet the Teacher Night. Curriculum Night.	Principal (Mrs. C. Espinoza) Assistant Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera Parent Educator	Local Funds, Title I Funds	August 2018- May 2019	Sign-in Sheets Progress Reports Telephone Logs	Parent Surveys Increased Parental Involvement	TPR/Tejas Lee M-Class STAAR Parent Meetings Attendance Monthly Activity Reports	Title I- #4, #6
PAC Meetings. Parent Orientations. SSI Title I	Principal (Mrs. C. Espinoza) Assistant Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera Parent Educator	Title I Funds	August 2018- May 2019	Sign-in Sheets,	Parent Surveys		Title I- #4, #6

Campus Goal 5: Family and Community Involvement							Aida C. Escobar Elementary 2018 - 2019	
Objective 2: Offer tutoring programs that support students taking assessments								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components	
Inform parents about after school tutoring programs with Boys & Girls Club	Parent educator Teachers		May 2019	Flyers, Brochures				

Campus Goal 5: Family and Community Involvement

Aida C. Escobar Elementary 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide opportunities for parents/students to participate in community activities (Kinder-5 th).	Music Teacher-Mr. Vallejo Teachers		May 2019	Volunteer sign-in	Tally of Volunteer hours		
Partner with High School and Middle School to engage students in the community	Counselor-Mr. G. Olvera Principal (Mrs. C. Espinoza)	Local Funds, Title I Funds Staff Donations	May 2019	Registration forms, Projects Participation Forms	Permission Slips Participation		Title I- #9

Campus Goal 6: Technology -The campus will implement and update a comprehensive plan for meeting student learning needs through technology. Escobar Elementary 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Provide physical support for instructional staff .</p> <p>Purchase computers, printers and Supplies for computers (keyboards, mouses, mouse pads, toners, ink cartridges, drums and headphones)</p> <p>Purchase Adobe Acrobat Pro DC License</p> <p>To purchase Ink Cartridges and Staples for printers/copiers.</p> <p>Pay for 2 Canon Copiers to prepare instructional materials for student use</p> <p>Pay for Copy overages</p> <p>Purchase Amplification System – Red Cat Units with the Redmike</p> <p>Purchase Batteries for Redmikes</p> <p>Purchase Living with Science Site License. (Online Program for student use.)</p> <p>Computer on Wheels</p> <p>Chrome Books</p> <p>IPADS and hardcovers</p>	<p>CIT- Ms. V. Rangel</p> <p>Principal - Mrs. C. Espinoza</p> <p>A.P. - Mrs. Y. Galvan</p> <p>Principal - Mrs. C. Espinoza</p> <p>A.P. - Mrs. Y. Galvan</p>	<p>Software, hardware, and professional development</p> <p>Title I</p> <p>Local Funds,</p> <p>T-1,</p> <p>SCE Funds,</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p> <p>Aug 2018- July 2019</p>	<p>Increased number of teachers using technology .</p> <p>Increase in the number of participant in technology trainings .</p> <p>Results of Technology Integration Surveys .</p> <p>Increase in the number of students using technology .</p>	<p>Increased teacher knowledge and proficiency in software use.</p> <p>Increase technology, math, reading, science & writing skills</p>	<p>Ongoing</p>	
<p>Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology.</p>	<p>Information Technology Integration Specialist- Senyda Elizondo</p> <p>Technology Director- Danny Saenz</p> <p>Principal (Mrs. C. Espinoza)</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level.</p> <p>Increase in the number of participants in campus based</p>	<p>More technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>	<p>64</p>

Aida C. Escobar Elem. 2018 - 2019

Campus Goal 6: Technology

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
The school librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students. Campus CIT will provide teacher trainings twice a month	Librarian-Mrs. M. Robles CIT – Mrs. V. Rangel	Accelerated Reader Software Technology Training Items	August 2018- May 2019	AR reports from campus Technology Reports	Improved scores in reading, math and Science	Increase in the participation and scores on the AR program	Title I- #1, #2, #6
The school librarian will provide information of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Librarian-Mrs. M. Robles Teachers	Destiny Software, Tumble Books Capstone	August 2018- May 2019	usage reports from the AR system.	Increase in the number of students using the AR system.	Review of AR Reports	Title I- #1, #2, #6

Aida C. Escobar Elem. 2018 - 2019

Campus Goal 6: Technology

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

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

Campus Goal 6: Technology

Aida C. Escobar Elementary 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Support computer assisted instruction in computer labs and classroom settings.	Campus Lab Manager- Ms. Crystal Valle Sci. Lab manager- Ms. Hernandez	Learning.com iStation Think Through Math Living with Science Imagine Learning Summit K-12	Ongoing. This is a regular service that is provided to our campus	Imagine Learning usage reports. Learning.com, iStation, Think Through Math, Living with Science	Increase in student achievement (raise STAAR scores).	Usage Reports	Title I- #2
Teachers dedicate at least 30 minutes a week for Technology TEKS instruction (learning.com)	Principal (Mrs. C. Espinoza) Campus Lab Manager- Ms. Crystal Valle Teachers	Learning.com, Instructional Technology Labs	August 2018- May 2019	LAB usage logs	-		Title I- #2

Escobar Elem. 2018 - 2019							
Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 1: Apply discipline protocols consistently and fairly throughout the campus.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Training for teachers on student referral protocols, de-escalation and restorative practices	Principal -Mrs. C. Espinoza Counselor- Mr. G. Olvera	Local Funds	August 2018- May 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera	Local Funds	August 2018- May 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training on Multi-tiered Systems Of Support For Behavior MTSS-B	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan	Local Funds	August 2018- May 2019	MTSS-B Matrixes	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10

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

Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Assist teachers with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services- Sulema Flores Campus Nurse- Ms. O. Hernandez	-SCE and T1, School based clinic NCV, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2018- May 2019	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideline for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff , with an asthmatic child is notified about asthma symptoms, triggers and resources	Director of Health Services- Sulema Flores Campus Nurse- Ms. O. Hernandez	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -Rio Grande Regional Host Asthma and Diabetic screening	August 2018- May 2019	Created a hotspot map (asthma action plan) of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10

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

Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	Director of Health Services-Sulema Flores Campus Nurse- Ms. O. Hernandez	PSJA LPC Health Services	August 2018- June 2019	Counseling sessions	Less Bullying Incidents	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually	Director of Health Services-Sulema Flores Campus Nurse- Ms. O. Hernandez	-Emergency medical services from Pharr, San Juan and Alamo	August 2018- June 2019	Nurses conduct impairment assessment as needed.	Emergencies are taken care of in a timely manner.	Side by side data analysis	Title 1--#10

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

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement. Escobar Elem 2018 - 2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	Director of Health Services-Sulema Flores Campus Nurse- Ms. O. Hernandez	-Texas Tropical Behavioral Centers -Police Departments	August 2018-May 2019	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for violent or emotional behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	Director of Health Services-Sulema Flores Campus Nurse- Ms. O. Hernandez	-Athletic Department LPC- Ms. Marisol Perez Behavior Strategist- Mr. Joe Barber	August 2018-June 2019	Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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

Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. - Control school for STEPS 	<p>-Director of Health Services-Sulema Flores</p> <p>Campus Nurse- Ms. O. Hernandez</p> <p>Parent Educator- Ms. Barrera</p>	<p>-Child nutrition department</p> <p>-Coaching staff</p> <p>-Dietician DHR school based clinic</p> <p>Parent Educator</p>	<p>August 2018- June 2019</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Escobar Elem. 2018 - 2019							
Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 3: Provide training for all staff on creating a safe school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Conducting weekly security/safety audits of all classrooms.	Security and Safety Department	Local Funds	August 2018-May 2019	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
MTSS-B in place throughout campus	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera Teachers Support Staff	Local Funds	August 2018-May 2019	MTSS-B Matrix	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown and fire drill procedures	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera	Local Funds	August 2018-May 2019	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

Escobar Elem. 2018 - 2019

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal -Mrs. C. Espinoza Assistant: Mrs. Y. Galvan Counselor: Mr. Olvera	Local Funds	August 2018- June 2019	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal -Mrs. C. Espinoza Assistant: Mrs. Y. Galvan Counselor: Mr. Olvera	Local Funds	August 2018- June 2019	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

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

Escobar Elem. 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Review attendance <ul style="list-style-type: none"> • School messenger • Staff calls parents on a daily basis 	PEIMS Clerk-Lydia Cavazos	Local Funds	August 2018-May 2019	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report On pointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Counselor- Mr. G. Olvera Teachers	Local Funds	August 2018-May 2019	School Community Liaison Program Personnel eSchool Data Weekly Attendance Folders Parent Contact	Increase in student achievement Pk-5 Decrease in ARP enrollment	eSchool Cognos Reports	Title 1--#10

Escobar Elem. 2018 - 2019

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

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

Campus Goal 8: Staff Quality, Recruitment, and Retention

Escobar Elem 2018 - 2019

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Principal will train an interviewing committee for possible hires.	Principal -Mrs. C. Espinoza	Principal generated questioner	Fall-Spring	<ul style="list-style-type: none"> Improved staff selection Improvement of documentation of staff 	Improve the quality of teachers therefore improving student learning	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1--#3, #5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	August 2018-May 2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds	August 2018-May 2019	Sign-In sheets for curriculum development and revisions	Improve implementation of curriculum and alignment PD goals	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds	August 2018-May 2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4 and #8