

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



John McKeever Improvement Plan 2018-2019

Board Approved:

Mission Statement

At John Henry “Jack” McKeever Elementary we commit ourselves to the fundamental principle that we will make a difference through positive actions, rigor and relevance. Our top priority is for all students to attain academic excellence to be college prepared. In the course of our endeavor as professional educators we will afford all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation and critical thinking. Furthermore, commitment from administrators, teachers, parents, students and the community will be an integral part in attaining our school vision.



What We Believe In

We believe our students are the future. Together with administrators, teachers, parents and the community we will provide the scaffolding upon which to build that future.

What We Want to Accomplish

We are committed to provide students with a safe, nurturing environment in which all students can reach their fullest social, emotional and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens. We want every student to graduate bi-literate and be 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



COLLEGE
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Data Resources Reviewed

1. 2018-2019 STAAR Campus Summary STAAR Report
2. 2018-2019 Domains Data
3. 2018-2019 Distinctions Designation Summary
4. 2018-2019 Attendance
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. McRell Teacher Evaluations
9. Professional Development Plan
10. TELPAS Scores
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Personnel Needs:

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

Professional Development Needs:

McKeever Elementary must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

- Reading Academic Achievement Status was met with a 19%.
- Sp. Ed students received a 58% at Approaches Level.
- Math Academic Achievement Status was met with a 23%.
- Sp. Ed students received a 77% at Approaches Level.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The Dual Language Program at PSJAISD serves EL students in grades PK-12 at PSJAISD. Here at McKeever Elementary we service grades PK – 5th.

On the STAAR exam:

- 3rd grade Reading, passing rate for EL students at McKeever was 79%
- 4th grade Reading, passing rate for EL students at McKeever was 67%
- 4th grade Writing, passing rate for EL students at McKeever was 45%
- 5th grade Reading, passing rate for EL students at McKeever was 50%
- 5th grade Science, passing rate for EL students at McKeever was 64%

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The McKeever Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Learners and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR performance

, the results show an achievement gap as follows:

- In Reading, the achievement gap between EL and All students 2018-2019 is 7%.
- In Mathematics, the achievement gap between EL and All students 2018-2019 is 7%.
- In Writing, the achievement gap between EL and All students 2018-2019 is 15%.
- All subjects combined, the achievement gap between EL and All students 2018-2019 is 7%.

Comprehensive Needs Assessment



Demographics Demographics Summary Continued: Economically Disadvantaged

Strengths:

- In 3rd grade Reading, the passing rate for Eco Dis students at McKeever was 91%
- In 3rd grade Math, the passing rate for Eco Dis students at McKeever was 79%
- In 4th grade Reading, the passing rate for Eco Dis students at McKeever was 70%
- In 4th grade Math, the passing rate for Eco Dis students at McKeever was 81%
- In 4th grade Writing, the passing rate for Eco Dis students at McKeever was 60%
- In 5th grade Reading, the passing rate for Eco Dis students at McKeever was 75%
- In 5th grade Math, the passing rate for Eco Dis students at McKeever was 85%
- In 5th grade Science, the passing rate for Eco Dis students at McKeever was 78%

Domains:

Domain I Student Achievement 83

Domain II Part A Student Progress 83

Domain II Part B Relative Performance 90

Domain III Closing the Gap 100

Overall Campus Rating 93

6 Distinctions:

5 out of 6 = 83%

4 out of 5 = 80%

2 out of 2 = 100%

83%

100%

2 out of 2 = 100%

1. Academic Achievement in ELA Reading

2. Academic Achievement in Mathematics

3. Academic Achievement in Science

4. Top 25% Comparative Academic Growth

5. Top 25 % Comparative Closing the Gap

6. Post Secondary Readiness

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Domain I STAAR Performance</p>	<ul style="list-style-type: none"> 3rd, 4th, 5th Math Approaches 86 % Meets 60% Masters 34 % 5th Grade Science Approaches 82% Meets 56% Masters 22% <p>All Populations scored above a 70% with the exception of Sp Ed at 62% but it was a 20 pts increase from previous year.</p>	<p>Reading Approaches 80% Meets 54% Masters 26%</p> <p>Writing Approaches 66% Meets 46% Masters 12%</p>	<p>Maintain and Improve in the Areas of Math and Science. Keep Improving in all pops.</p> <p>Improve student learning outcomes in : Reading Writing</p>
2	<p>Domain II Academic Growth</p>	<p>McKeever Elementary 4th and 5th grade students made significant growth in 2018. Points from 1/4 pts. = 12 Points from 1 pt. = 282 Part B (closing the gap) scaled score was 90.</p>	<ul style="list-style-type: none"> Part A (student progress) scaled score was 83 <p>Even though state target scores were surpassed, our special population had 76% increase in Math and 77% in Reading.</p>	<ul style="list-style-type: none"> Continue with differentiated instructions so that all students can continue to have academic growth.
3	<p>Domain III Post Readiness</p>	<ul style="list-style-type: none"> McKeever Elementary are 100% Post Readiness. 	<ul style="list-style-type: none"> None 	<p>Implementation of Enrichment Leadership Goals activities for 2018-2019.</p>
4	<p>T.E.A. Distinctions Designations</p>	<p>McKeever Elementary obtained all 6 distinctions for the following areas: Reading/ELA Math Science Top 25% Academic Growth Top 25% Closing Gaps Post Readiness</p>	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course Revise curriculum Assess and Monitor frequently through common formative assessments

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers • Communication in both English and Spanish • Parent Liaison • PAC meetings • Business Partnerships 	<ul style="list-style-type: none"> • Parent Volunteers 	<ul style="list-style-type: none"> • Build up the number of parent volunteers.
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. attendance recovery, discipline • Collaborative Learning Communities • Customer Service • School-wide Behavioral Strategies 		
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McReil Evaluation Tool 		<ul style="list-style-type: none"> • Professional Development in all Areas • Availability of Resources



MCKEEVER DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	715	349	366	62	334	7	8	27	36	586	26	0
Percent	100%	48.81%	51.19%	8.67%	46.71%	.98%	1.12%	3.78%	5.03%	81.96%	3.64%	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	715	705	0	2	8	0
Percent	100%	98.60%	0	0.28%	1.12%	0

MCKEEVER DEMOGRAPHICS



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Total Enrollment 715

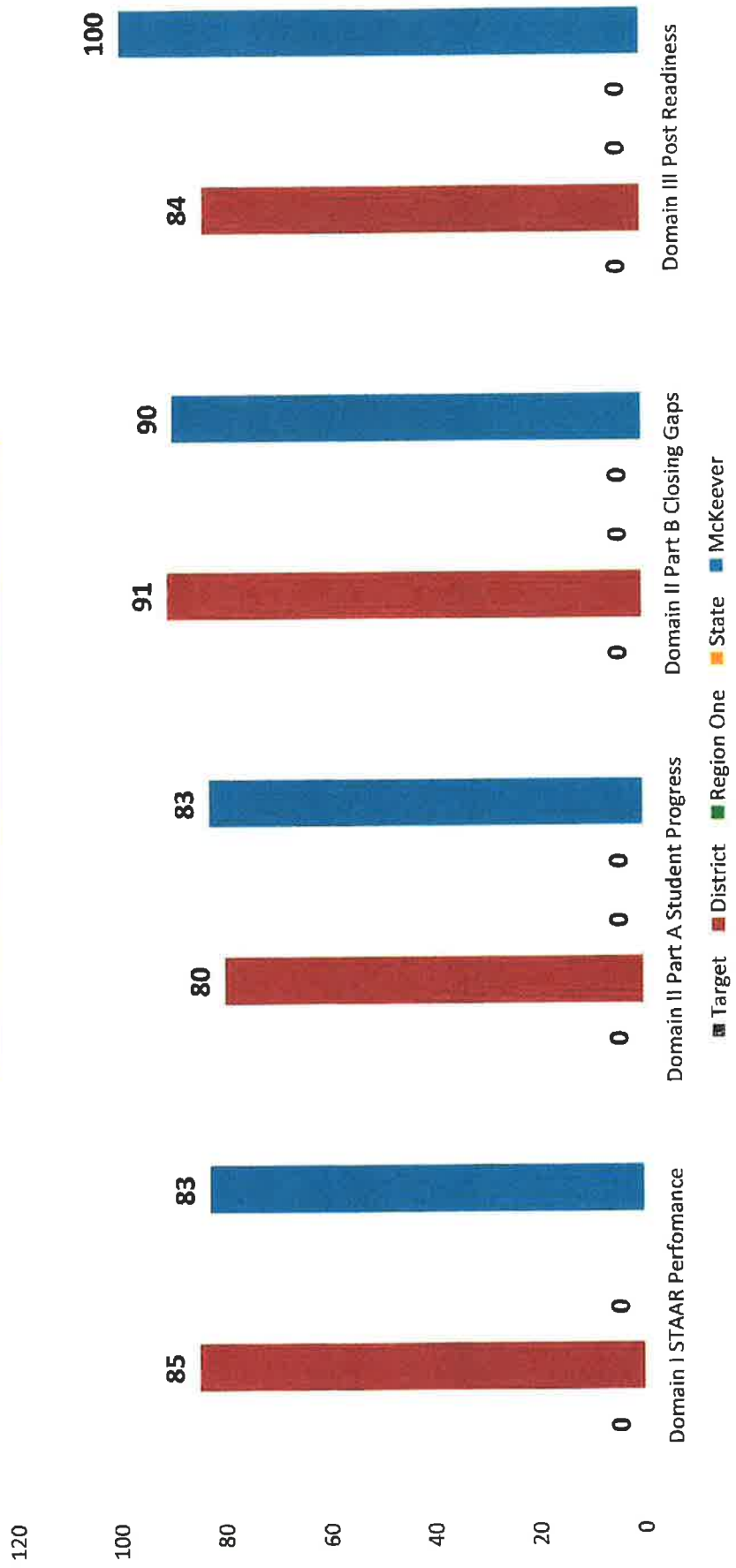
Percent	McKeever	PSJA ISD	STATEWIDE
Hispanic	98.60%	99.1%	52.4%
Economically Disadvantaged	82.0%	87.8%	59%
ELL	46.7%	43.6%	18.9%



Student Achievement Summary 2018

	PSJA/SD	McKeever	Goals 2019
Domain I STAAR Performance	85	83	90
Domain II Part A Student Progress	80	83	90
Domain II Part B Closing Gaps	91	90	90
Domain III Postsecondary Readiness	84	100	100

State Accountability 2018





Student Achievement Summary 2018

All Students Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	McKeeper	Goals 2019
Reading	App 90 Meets 60 Masters 30	App 74 Meets 46 Masters 19	App 72 Meets 43 Masters 16	App 67 Meets 39 Masters 14	App 80 Meets 54 Masters 26	App 90 Meets 60 Masters 30
Math	App 90 Meets 60 Masters 30	App 81 Meets 50 Masters 24	App 83 Meets 52 Masters 25	App 80 Meets 49 Masters 23	App 86 Meets 60 Masters 34	App 90 Meets 65 Masters 35
Writing	App 90 Meets 60 Masters 30	App 66 Meets 41 Masters 13	App 68 Meets 42 Masters 12	App 63 Meets 38 Masters 12	App 66 Meets 46 Masters 12	App 90 Meets 60 Masters 30
Science	App 90 Meets 60 Masters 30	App 80 Meets 51 Masters 23	App 81 Meets 50 Masters 20	App 77 Meets 43 Masters 16	App 82 Meets 56 Masters 22	App 90 Meets 60 Masters 30



Student Achievement Summary 2018

ELL Current & Monitored Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	McKeeper	Goals 2019
Reading	App 90 Meets 60 Masters 30	App 64 Meets 32 Masters 12	App 64 Meets 32 Masters 12	App 60 Meets 31 Masters 11	App 73 Meets 45 Masters 19	App 75 Meets 50 Masters 25
Math	App 90 Meets 60 Masters 30	App 78 Meets 44 Masters 19	App 81 Meets 48 Masters 22	App 79 Meets 46 Masters 21	App 79 Meets 52 Masters 27	App 80 Meets 55 Masters 30
Writing	App 90 Meets 60 Masters 30	App 58 Meets 32 Masters 8	App 63 Meets 36 Masters 9	App 61 Meets 36 Masters 11	App 63 Meets 44 Masters 7	App 65 Meets 45 Masters 10
Science	App 90 Meets 60 Masters 30	App 71 Meets 35 Masters 12	App 75 Meets 39 Masters 14	App 73 Meets 36 Masters 12	App 74 Meets 42 Masters 19	App 75 Meets 45 Masters 20



Student Achievement Summary 2018

Special Ed Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	McKeever	Goals 2019
Reading	App 90 Meets 60 Masters 30	App 39 Meets 22 Masters 7	App 38 Meets 22 Masters 8	App 39 Meets 23 Masters 9	App 58 Meets 43 Masters 20	App 60 Meets 45 Masters 25
Math	App 90 Meets 60 Masters 30	App 52 Meets 26 Masters 10	App 59 Meets 31 Masters 13	App 62 Meets 33 Masters 15	App 77 Meets 46 Masters 28	App 80 Meets 50 Masters 30
Writing	App 90 Meets 60 Masters 30	App 31 Meets 21 Masters 6	App 31 Meets 22 Masters 9	App 28 Meets 21 Masters 10	App 33 Meets 33 Masters 0	App 40 Meets 35 Masters 10
Science	App 90 Meets 60 Masters 30	App 49 Meets 24 Masters 7	App 50 Meets 25 Masters 9	App 48 Meets 25 Masters 9	App 58 Meets 33 Masters 17	App 60 Meets 35 Masters 20



Student Achievement Summary 2018

ECO Dis Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	McKeever	Goals 2019
Reading	App 90 Meets 60 Masters 30	App 66 Meets 36 Masters 12	App 69 Meets 39 Masters 14	App 65 Meets 37 Masters 13	App 78 Meets 50 Masters 23	App 90 Meets 60 Masters 30
Math	App 90 Meets 60 Masters 30	App 76 Meets 40 Masters 17	App 82 Meets 49 Masters 23	App 80 Meets 47 Masters 22	App 84 Meets 56 Masters 32	App 90 Meets 60 Masters 30
Writing	App 90 Meets 60 Masters 30	App 57 Meets 31 Masters 7	App 65 Meets 38 Masters 10	App 62 Meets 36 Masters 11	App 65 Meets 44 Masters 10	App 90 Meets 60 Masters 30
Science	App 90 Meets 60 Masters 30	App 73 Meets 40 Masters 14	App 79 Meets 46 Masters 17	App 76 Meets 41 Masters 14	App 80 Meets 53 Masters 20	App 90 Meets 60 Masters 30

Post-Secondary Readiness Data Table 2018



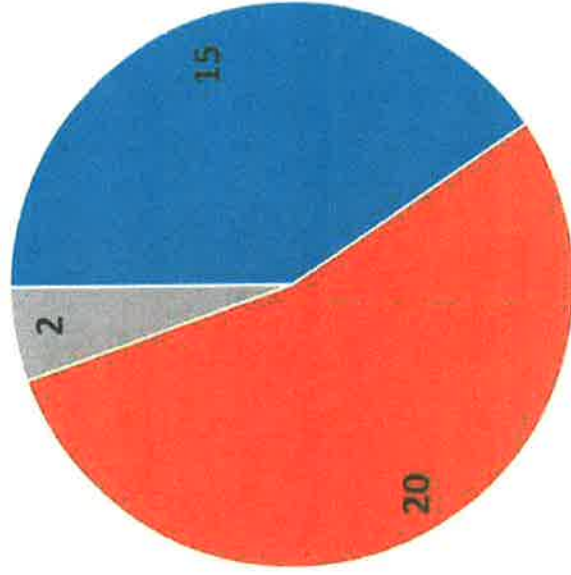
All Students	PSJAISD	McKeever
2018 STAAR % Meeting Post Readiness Standard	84	100

McKeever STAAR Goals
Math, Reading, Writing, and Science
2018-2019

(Goal is to begin with Meets)

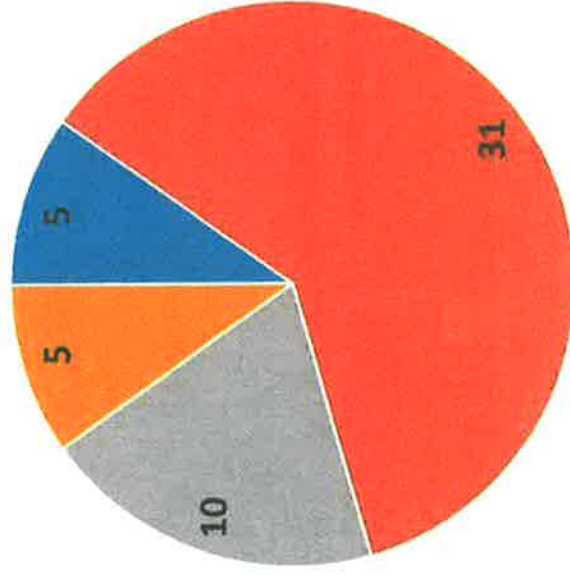
Grade	Enrollment	APPROACHES			MEETS		MASTERS	
		need	90	90	need	60	30	need
3rd	99		90	90	60	30		30
4th	99		90	90	60	30		30
5th	103		93	93	62	31		31
Total	301		273	273	182	91		91

Current 1st Graders 2019 TELPAS Goals



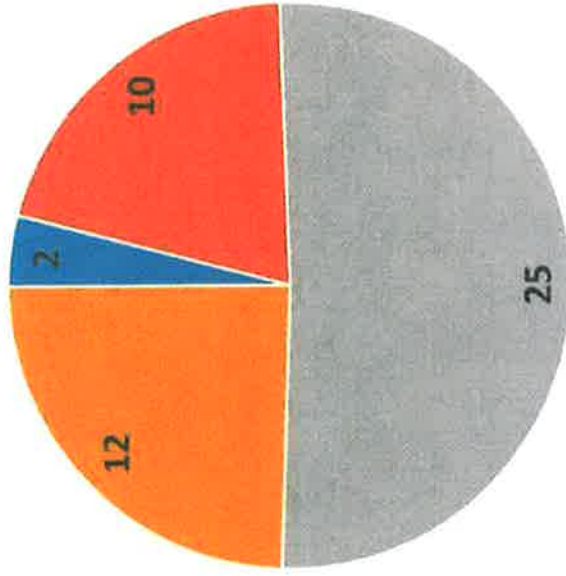
- Beginner
- Intermediate
- Advanced
- Advance High

Current 2nd Graders 2019 TELPAS Goals



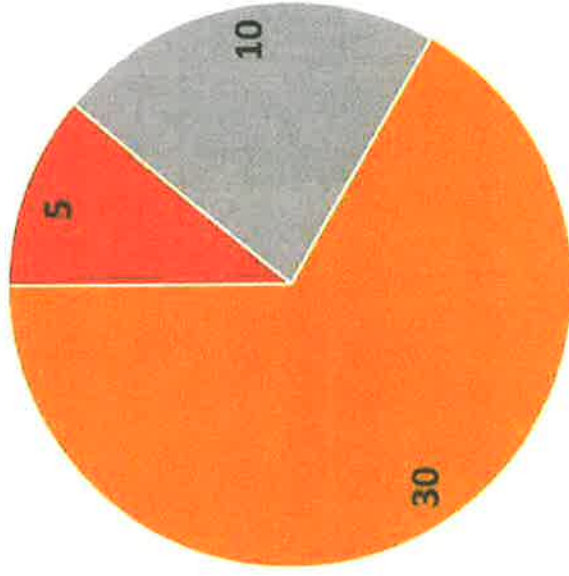
- Beginner
- Intermediate
- Advanced
- Advance High

Current 3rd Graders 2019 TELPAS Goals



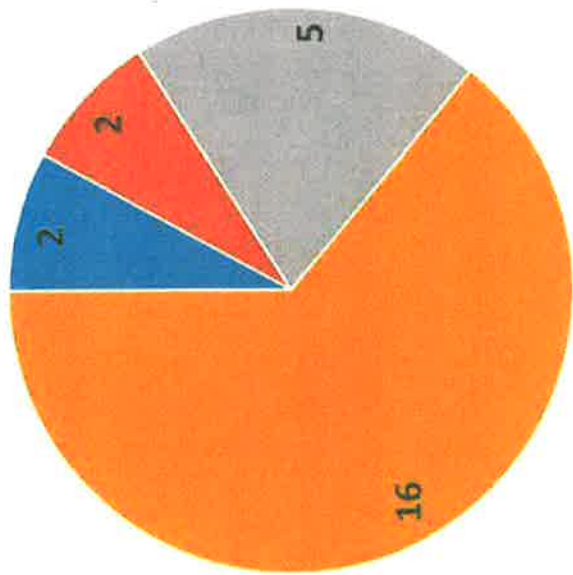
- Beginner
- Intermediate
- Advanced
- Advanced High

Current 4th Graders 2019 TELPAS Goals



- Beginner
- Intermediate
- Advanced
- Advance High

Current 5th Graders 2019 TELPAS Goals



- Beginner
- Intermediate
- Advanced
- Advanced High

2018-2019 Campus Goals

- Goal 1-Domain 1: Student Achievement and CCMR
- Goal 2-Domain 2: Student Progress, Academic Growth and Relative Performance
- Goal 3-Domain 3: Closing the Gaps/Post Readiness
- Goal 4-Family and Community Involvement
- Goal 5-Technology
- Goal 6-Increase Learning Time
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

Campus Goal 1: Improve Student Academic Achievement (Domain 1) John Henry "Jack" McKeever Elementary School

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implementation of curriculum writing for 4 th grade assessed as in HBS.	Asst. Supt. For C&I Trainer of Trainers	Local Funds Title 1 Funds	August 2018- May 2019	Completed Curriculum Documents	Benchmark scores, student achievement gains, Progress Rep.	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assts.	Title 1 -#2, 4
All teachers will be trained on the state standards, indexes, depth and complexity of the TEKS. The use of data to create a viable curriculum.	Asst. Supt. For C&I Trainer of Trainers	Local Funds Title 1 Funds	August 2018- May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains. TPRI ,BOY, MOY, EOY Progress Monitor	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students using materials such as: <ul style="list-style-type: none"> • Write from the beginning (Pk-3) • Hire consultants to train teachers- William McDonald, Noe Granados, Mr. Roger Gomez, DRA, Capestone, Summit K-12 and Pearlized Math. • How to (Ice-cream sundae, Banana split, Popcorn, fruit salad, Smores) • Figurative writing • Expository, Poetry, Drama, narrative • Step up to STAAR • Mentoring Minds Total Motivation Writing, Reading, Math & Science • Kamico Math, & Rdg. • STAAR Ready • Forde and Fierer-Rdg, Sce & Math • ESC learning systems STAAR MASTER • Countdown to STAAR 	Counselor, S.E. Teachers Reg. Teachers Principal	Local Funds 199, Title 1 Funds 211, State Comp 166, Title III 263, SpEd 224	August 2018- May 2019	Completed Curriculum Documents Action Plans Lesson Plans Sp. Accom.	Benchmark scores, student achievement gains	Mini assessments CBAs BMs STAAR TELPAS	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HBS courses)	Assistant Supt for C&I, Administrators	Local Funds Title 1 Funds		Completed Academic Calendars	Benchmark scores, Report Cards, student achievement gains.	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#1, 2

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be followed and monitored.	Teachers Principal Asst.Principal CLL	Local Funds Title 1 Funds	June 2018 – May 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC.	Teachers	Local Funds Title 1 Funds	June 2018– May 2019	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar.	Teachers	Local Funds Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2018-19.	Principal Asst.Principal CLL Teachers	Local Funds Title 1 Funds	October 2018 November 2018 December 2019 February 2019	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs BMs STAAR TELPAS	Title 1 - #8

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students to analyze.	Principal Asst. Principal CLL	Local Funds Title 1 Funds	October 2018 November 2018 December 2018 February 2019	DMAC Progress Charts Student's Graphs	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Rooms will be available for data analysis and monitoring student progress. Materials needed: -printer -copier -color laser printers -binders -ink, markers, crayons, colored tag, paper -phone -Poster maker -scanner	Principal Asst. Principal CLL	Local Funds Title 1 Funds	August 2018- June 2019	Progress Charts	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal CLL	Local Funds Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held to review CBA and Benchmark data to plan next steps.	Teachers Principal Asst.Principal CLL	Local Funds Title 1 Funds	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, Student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Students will be given access to A.R. testing to improve fluency and comprehension.	Principal Assistant Principal Librarian Teachers	Local Funds Title 1 Funds	August 2018- May 2019	A.R. reports AR Charts	STAR reports Fluency Checks Student achievement gains	STAAR	Title 1

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitoring of the progress of migrant students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Migrant Funds 212	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Monitoring of the progress of special education students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Special Ed Funds 224	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
District level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Teachers Principal Asst. Principal CLL	Title III 263	October 2018 November 2018 December 2018 February 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

**John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)**

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with all staff.	Principal Asst. Principal Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018 and on-going	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Teachers will develop their own specific classroom goals after each CBA and BM.	Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018 and on-going	Campus Goal Templates	Benchmark scores, action plans student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be implemented at the campus using the campus template.	Principal Asst. Principal Teachers CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018-2019	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	M Class Assessment, TPRI, Tejas Lee, CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc. will be provided for all teachers. -Migrant tutors -Day time tutors	Principal Asst. Principal CLL	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018- June 2019	Data reports	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

John Henry "Jack" McKeever Elementary School
Campus Goal 1: Improve Student Academic Achievement (Domain 1)

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-19 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom: -colored overlays -Reading place markers -phonological phones -manipulatives -set of calculators	Principal Asst. Principal Teachers	Special Ed 224	August 2018-June 2019	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards with new accountability.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211, State Comp 166, Title III 263, SpEd 224	October 2018 November 2018 December 2018 February 2019	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided.	Principal Asst. Principal Teachers	Local Funds 199, Title 1 Funds 211	October 2018 and on going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Domain 1)
John Henry "Jack" McKeever Elementary School

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>30 minute Academic intervention, afterschool and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark</p> <ul style="list-style-type: none"> -Hire Day Time Tutor -Migrant tutor <p>Provide additional Academic intervention</p> <ul style="list-style-type: none"> -Summer School 	<p>Teachers Principal Asst. Principal</p>	<p>Local 199, Title I 211, 166 SCE State Comp. Expense Migrant 212, Title III 263, SpEd 224</p>	<p>August 2018-May 2019</p>	<p>Tutorial Sign-in sheets, Schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #9</p>
<p>Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of subgroups to share interventions available and to keep them abreast of their child's progress.</p> <ul style="list-style-type: none"> -Curriculum Nights -Round-Ups -PAC meetings 	<p>Teachers Principal Asst. Principal</p>	<p>Local 199, Title I 211, State Comp 166, Migrant 212, Title III 263, Sp. Ed 224</p>	<p>October 2018 November 2018 January 2019</p>	<p>Sign-in sheets, agendas and schedules</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps, increased participation in tutorial program</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #6</p>
<p>Lead/ward training for principal and assistant principal on differentiated instruction and on data analysis</p>	<p>Assistant Superintendent for C&I Principal Asst. Principal</p>	<p>Title I Funds</p>	<p>July 2018 January 2019</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-19 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute morning intervention using Istation, 45 minute academic tutorials afterschool and Saturdays will be available for students in each subgroup. Specific computer programs and activities will be provided. After School & Saturday Tutors	Teachers	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, SpEd 224	August 2018-May 2019	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each CBA and Benchmark with parents of students in the identified subgroups to share interventions available.	Principal Asst. Principal Teachers CLL	Local 199, Title I 211, State Comp 199, Migrant 212, Title III 263, Sp. Ed 224	October 2018 November 2018 December 2018 February 2019	Sign-in sheets, agendas and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward and DMAC training for teachers on how to use data resources.	Principal Asst. Principal CLL	Title 1 Funds	July 2018 January 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the State Accountability and Distinguish Awards are calculated.	Principal Asst. Principal CLL	Local Funds 199	October 2018- and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to unpack the TEKS for each course assessed on HB5	Principal Asst. Principal CLL	Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled weekly for unpacking the TEKS and lesson plan collaboration with sharing of ideas. CLL teacher will also provide assistance and guidance. Weekly meetings will be scheduled during the week.	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2018- May 2019	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will be trained on how to use the DMAP Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2018 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) strategies will be required to be taught in the classrooms by all teachers. CLL teacher will provide professional development and teachers will be allowed to attend Region One, other schools, teachers from their grade levels.	Teachers CLF Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2018 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 4: Professional development specific to the state assessed curriculum will be provided for all campus stakeholders. 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RTI training for all staff members to address the needs of all students. Consultants like: Roger Gomez, Noe Granado, Victoria Forde, etc. will provide professional development.	RTI campus Team Principal Asst. Principal	Title 1 211	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Teachers Principal Asst. Principal	Title III 263	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and IEP training will be provided for all staff members to meet the needs of students served in special education. Implement programs such as: -Herron Method -Imagine Literacy Pk-5 -Learning.com PK-5 -Imagine Learning PK-2 -Imagine Math: Big Brain, Reasons Minds -Think Through Math 3-5	Special Ed Director Sp. Ed. Teachers Principal Asst. Principal	Special Ed 224	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4
Lead4ward training for all teachers on Data Analysis/Differentiated instruction.	Teachers Principal Asst. Principal CLL	Title 1 Funds	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS, TPRI	Title 1 - #4

John Henry "Jack" McKeever Elementary School

Campus Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Component
<ul style="list-style-type: none"> Implement Reading/Writing curriculum using CIF teaching strategies: -Follow District Timelines -Role Playing/Reader's Theatre -Narrative and Expository -Story Drama, Storytelling, Picture Walk -Interactive Reading -Group rotations -Reading Shield (DMR) Power of Words -Administer weekly assessments to build endurance -Bilingual Reading books, Puzzles, manipulatives, games -Dictionaries 	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Completed Curriculum documents Student Performance McRel Artifacts	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs BMs STAAR TELPAS	
<ul style="list-style-type: none"> ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation. -Provide extended planning time -Consultants like: Bill McDonald, Roger Gomez, Noe Granado, Victoria Forde, DMR, etc 	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Agenda and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
<ul style="list-style-type: none"> Implement Writing Rubrics through out all grade levels. -Use Thinking Maps -Graphic Organizers, Butcher Paper to display Visual aides -Duplicating paper, construction colored paper, colored tag, notebooks, pencils, pens, markers, crayons, highlighters, craft sticks, compositions spiral notebooks, writing pads, glue, sentence strips, white tag. -Teacher made materials/activities -Commercially bought/reproduce: Rdg./Wtg./Math materials to reinforce instruction. -Skillboxes, Laminating Film, 11x17 Legal Size paper, colored paper 	Principal Asst. Principal Teachers	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Walk-throughs Student's Writing Samples	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs BMs STAAR TELPAS	
<ul style="list-style-type: none"> Depth of Knowledge Questions will be implemented for each literary piece/all genres during Collaborative Learning Communities (CLCs). 	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Completed DOK questions in the Curriculum documents Weekly Assessments	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

John Henry "Jack" McKeever Elementary School

Campus Goal 2 Improve Student Progress in Reading and Math (Domain 2)

Objective 1: Reading/Writing Instruction will be aligned district-wide. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
A minimum of 1 compositions per six weeks will be required from each grade level. WFTB scheduled dates	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2018-May 2019	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be implemented for each literary piece/all genres.	Principal Asst. Principal Teachers CLL	Title 1 211, Local Funds 199 SCE	Summer 2018-May 2019	Completed STAAR Literature questions in the Curriculum Documents Weekly Assessments	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Asst. Supt. For C & I Principal Asst. Principals Teachers	Title 1 211, Local Funds 199 SCE	October 2018 November 2018 January 2019 February 2019	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to implement tutorial lessons and to identify spiraled skills. May use: -Kamico -Star Ready -Mentoring Minds -Forde Ferrier -Count to STAAR -Write Source -Scholastic Storyworks magazines	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2018-May 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans DMR Timelines	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Principal Asst. Principal Teachers CLF's CLL	Title 1 211, Local Funds 199 SCE	August 2018-May 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans Tutoring Rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

John Henry "Jack" McKeever Elementary School Campus Goal 2 Improve Student Progress in Reading and Math (Domain 2)							
Objective 2: 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 Schoolwide Components
<ul style="list-style-type: none"> Implement Mathematics curriculum for K-5 using CIF strategies: -Countdown to STAAR, - Go Math -TEKSing Towards STAAR -Sharon Wells -Fonde Ferrier -STAAR Ready -Measuring Up -Kamico -Pearlized Math -Mentoring Minds -Explore Learning Reflex Math 	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199, SCE	August 2018 - May 2019	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind Go Math, Weekly Assts., Student Performance	Increased Student Progress for all students to include sub population as measured on weekly asst., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
<ul style="list-style-type: none"> Teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation Unpacking the TEKS. -binders, staplers, combs, book tape, staples. 	Principals Asst. Principal Teachers CIF	Title 1 211, Local Funds 199,SCE Analysis of DMAC Data	August 2018 - May 2019	Agendas and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on weekly assts, CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
<ul style="list-style-type: none"> Teachers will receive training on unpacking the math TEKS and analyzing Math data. -Leap Forward -Field Guides -Previous STAAR Tests 	Principal Asst. Principal Teachers CLF	Title 1 211, Local Funds 199,SCE	August 2018 - May 2019	Agendas and Sign-in Sheets Hands on Products	Increased Student Progress for all students to include sub population as measured on weekly assts., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
<ul style="list-style-type: none"> Two aligned CBAs and two district Benchmarks will be administered district-wide: -pencils, erasers, stapler, dry-erasers, combs, rings, binders, sheet protectors, scotch tape, yard sticks. -Duplicating or reproducing booklets 	Teachers, Principals, Asst. Principals	Title 1 211, Local Funds 199,SCE	October 2018 November 2018 December 2018 February 2019	Walk-throughs, DMAC reports Progress Monitoring Forms, Action Plans	Increased Student Progress for all students to include sub population as measured on weekly assts., CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
<ul style="list-style-type: none"> Data will be used to review tutorial lessons and to identify spiraled skills 	District Content Coordinators,	Title 1 211, Local Funds 199	AUGUST 2018 -	CLC agendas and sign-	Increased Student Progress for all students to include sub population	CBAs, BMs,	

**John Henry "Jack" McKeever Elementary School
Campus Goal 2 Improve Student Progress in Reading and Math (Domain 2)**

Objective 2: Math Instruction will be aligned district-wide. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities. -Action Plans will be developed. -Spiraling calendars	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be implemented/developed as spiraled/warm-up activities in STAAR format by utilizing: Multiple Representation Charts Graphic Organizers Anchor Charts Journals Colored tag paper, markers, folders, chart tablets, etc.	Teachers, CIT Principals, Asst. Principals	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Index Cards will be used as they are aligned to the skill of the day using markers and colored pencils.	Teachers	Title 1 211, Local Funds 199 SCE	August 2018- May 2019	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Sharon Wells training 3 rd - 5 th Pearlized Math training on effective teaching strategies and also for Kinder and 1 st grade teachers.	Assistant Superintendent for C&I	Title 1 Funds SCE	August 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

**John Henry "Jack" McKeever Elementary School
Campus Goal 3: Close the student achievement gap among all populations. (Domain 3)**

Objective 1: Decrease the student achievement gap among all subgroups (Domain 3). 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> 1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> •Dictionaries •Bilingual Dictionaries •Nonlinguistic Representation Activities •Frayer model •Imagine Literacy •Big Brain, Reasons Minds •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •Lexia •McGraw-Hill Treasures Rdg. •Think through Math •TELPAS •Learning.com •TPRI/Tejas LEE Strategies •DMR Suggested Books •Imagine Learning Rdg. Math •Paper/white/colored; blue, pink, yellow (11x14 ledger) 	<p align="center">Principals Asst. Principals Teachers Sp. Ed. Teachers Bil. Teachers GT teachers</p>	<p align="center">Title 1 214, SCE Local Funds 199 Title III 263, Special Ed 224</p>	<p align="center">August 2018- May 2019</p>	<p align="center">Strategies embedded in the district curriculum guides.</p>	<p align="center">Narrowing of the student achievement gap among all student populations.</p>	<p align="center">CBAS BMs Weekly Tests STAAR TELPAS</p>	<p align="center">Title 1--#10</p>

John Henry "Jack" McKeever Elementary Campus Goal 3: Close the student achievement gap among all populations. (Domain 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Domain 3). 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principals Asst. Principals Counselors Teachers Sp. Ed. Teachers LPAC	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	DMAC Disaggregated data reports utilized in district templates and shared during CLC meetings.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress such as tutoring, SSRW, Behavior strategies, implement character traits.	Principals Asst. Principals Teachers Sp. Ed. Teachers	Title 1 211, Local Funds 199 Special Ed 224	August 2018- May 2019	Walk-through, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPs strategies to accelerate the progress of ELLs.	Principals Asst. Principals Teachers Bil Teachers Sp. Ed teachers	Title 1 211, Local Funds 199 Title III 224	August 2018- May 2019	Walk-throughs, LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations. -SSRW program	Principals Asst. Principals Counselor Teachers,	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2018- May 2019	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Domains 3)

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions. -Monitor all student groups	Principal Asst. Principal Sp.Ed. Teachers 504 Coordinator Counselor	Title 1 211, Local Funds 199	August 2018- May 2019	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS STAAR A	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee. -Hermon Method, computer programs, Real Well, etc.	Principal Asst. Principal Teachers Sp. Ed. Teachers 504 Coordinator & Counselor	Title 1 211, Local Funds 199	August 2018- May 2019	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS, STAAR A	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and Camps, and enrichment period.	Principal Asst. Principal Counselor Teachers	SCE	August 2018- May 2019	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, STAAR A	
9. Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions. -Pre-Las -LAS Links -DMAC resources -Mclass/Checklist Pk/TPRI/Tejas Lee -TELPAS LEP -State Accountability Reports -District Assessments	Principal Asst. Principal CLL	Title 1 211, Local Funds 199	August 2018- May 2019	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT2, MClass	

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)							
Objective 1: Increase the number of students that show progress after every benchmark or CBA. 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Monitor Student's progress after each benchmark or CBA.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 2018– May 2019	DMAC data, Data room showing students progress, Students STAAR progress monitoring charts	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Review and analyze TEKS to determine depth and complexity of each student expectation.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 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	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Review in-depth study of STAAR released test items to define rigor of the lesson.	Teachers Principal Asst. principal CLL CLF	Local Funds, Title 1 Funds	Sept. 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	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide.	District Content Coordinators Teachers	Local Funds, Title 1 Funds	Sept. 2018– May 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at needs and masters. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand the Domains and Distinguish Awards.	Principal Asst. Principal	Local Funds 199	Sept. 2018- May 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups to reach their goals in the Meets or Masters levels in the STAAR assessment.	Teachers Principals Asst. Principal CLL CLF GLC	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRS) will be held following each district level CBA or Benchmark for in-depth analysis of the data.	Principal Asst. Principal CLL CLF GLC	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRS) will be held to review CBA and Benchmark data with the principal to plan the next steps.	Principal Asst. Principal Teachers CLL CLF	Local Funds, Title 1 Funds	October 2018 November 2018 January 2019 February 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 3: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Domain 3)

Objective 1: Increase the number of students that score at the Meets and Masters levels. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to reach mastery level.</p>	<p>Principal Asst. Principal Teachers Part Time Day Tutors Migrant Tutors</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>Sept. 2018– May 2019</p>	<p>Tutorial logs (Student Sign-in Sheets & Schedules)</p>	<p>Benchmark scores, an increase in the number of students that score at the Meets and Masters Level.</p>	<p>CBAS BMs Weekly tests STAAR TELPAS</p>	<p>Title 1 - #2,4,8</p>
<p>Materials needed to create and implement student centers:</p> <ul style="list-style-type: none"> • Sentence strips (plain & colored) • Magnetic letters • White boards –individual • Dry erase markers • Lined writing paper • Color printer per grade • Teacher centered reading reproducible books TEKS aligned • Floor puzzles • English/Spanish dictionaries • DRA classroom libraries for each teacher implementing the pro. 	<p>Principal Asst. Principal Teachers Part Time Day Tutors Migrant Tutors</p>	<p>Local Funds, Title 1 Funds/ SCE</p>	<p>Sept. 2018– May 2019</p>	<p>Student growth</p>	<p>Benchmark scores, an increase in the number of students that score at the Meets and Masters levels.</p>	<p>CBAS BMs Weekly tests STAAR TELPAS</p>	<p>Title 1 - #2,4,8</p>

Campus Goal 4: Family and Community Involvement						
Objective 1: Opportunities for parents to assist students in preparing for assessments. 2018-2019						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Parent meetings geared toward knowledge of standardized testing <ul style="list-style-type: none"> Identify and delineate activities which will maximize involvement of parents. Parental Involvement Room with refrigerator/coffee maker/microwave oven; a place for parent volunteers to gather and prepare, duplicate, distribute and materials for students by providing items to complete their tasks: scissors, pens, pencils, sort quik, paper clips, tape, tape dispenser, folders, skills boxes, note pads, paper (for PAC notices) 	Principal Teacher Parent Educator	Local Funds, Title I Funds	Sept. 2018 – May 2019	Sign-in Sheets	Parent Surveys	Title I - #4, #6
Parent Orientations <ul style="list-style-type: none"> Hold orientation meetings to inform parents on: Assessments by grade levels Parental Involvement Policy Parent/Teacher/Student Compact STAAR Campus reports Attendance on assessment days ARP decision making through intervention programs. Monday night reading meetings on assessments Counselor Café DAC meetings to be scheduled 	Principal Teacher Parent Educator counselor	Title I Funds	Sept. 2018 – May 2019	Sign-in Sheets, Telephone Logs	Parent Surveys	Title I - #4, #6

**John Henry "Jack" McKeever Elementary School
Campus Goal 4: Family and Community Involvement**

Objective 2: Tutoring Programs that support students taking assessments. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
After school tutoring or Saturday tutoring providing tutorial camps throughout District for students. <ul style="list-style-type: none"> • Tutoring during the day • After school tutoring • Saturday Tutoring • Science, Reading, Wtg. and Math • Bring in presenters: (material as required by Science Lab instructor or activities) 	Teachers Principal Asst. Principal	Title I Funds SCE Funds	Oct. 2018 – May 2019	Sign-in Sheets Telephone Logs Teachers irregular time sheets	Benchmark Scores CBA RC/IDR	STAAR LAS-Links TELPAS TPRI/Tejas Lee EOC	Title I- #2, #9
Ensure all students that need to attend tutoring attend. -Conference with students -provide snacks -teacher incentives	Teachers Principal Asst. Principal Counselor CLL	Title I Funds	Oct. 2018 – May 2019	Sign-in Sheets Attendance Logs Teachers irregular time sheets Telephone Logs	Parent Surveys Test Scores	STAAR	Title I- #2, #9

**John Henry "Jack" McKeever Elementary School
Campus Goal 4: Family and Community Involvement**

Objective 3: Provide opportunities for students to participate in community service projects 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide adult volunteers to assist in some programs where students participate in: <ul style="list-style-type: none"> • Technology Club • Garden Club • Choir • Student Council • Fundraisers • Festivals • Seasonal Activities (Easter, Xmas,) • Parades • Girl and Boy Scouts • Dances • Cheerleading Activities • Estudiantina • Robotics • UIL Teams (Shirts, transportation, computer tablets, USBs and other related materials, and making of student costumes)	<ul style="list-style-type: none"> • Principal • Assistant Principal • Parental Director • Logistic Specialist • Music teacher and sponsors 	Local Funds, Title I Funds	May 2019	Volunteer sign-in card, Products	Tally of Volunteer hours	Summative	Title I- #9
	UTRGV-PSJA ISD Child Nutrition Program	Title I Funds	Feb 29 - May 4, 2019	Students sign in rosters from sponsors	Performances	Formative	

Campus Goal 4: Family and Community Involvement

Objective 4: Increase Parental involvement in secondary campuses 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at primary campuses <ul style="list-style-type: none"> • Million Father March • Counselor Café • Grandparents Day • Muffins for Mom • Doughnuts for Dads • Curriculum night • Meet the teacher night • Veterans Day • Kinder Graduation • Mother's Day Program • End of the year ceremony 	Principal Assistant Principal Parent Educator Parent Educators Teachers	Local Funds, Title I Funds	May 2019	Sign-in Sheets	Parent Surveys		Title I-#6, #10

Campus Goal 4: Family and Community Involvement

Objective 5: Increase parent involvement in the school. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Increase enrollment of parent volunteers by 5 more parents than last year.</p> <ul style="list-style-type: none"> -Sign in sheets -Call parents and ask if they are willing to participate -Ask parents what would make them volunteer at our school. -Million Father March -Donuts for Dad -Muffins for Mom -Veterans Program -Mother's Day Program -Kinder Graduations -Pk and K Orientations -Grandparents day Readings (would need filers, ink, copy paper, reading materials/books, provide snacks and coffee.) 	<p>Parental Educator Principal</p>	<p>Local Funds, Title I Funds</p>	<p>August 2018 - May 2019</p>	<p>Sign in sheets Parent volunteer sheets showing more hours.</p>	<p>More parent volunteers than previous year</p>		<p>Title I- #6, #10</p>
<p>Entice parents to participate and attend in our PAC meetings.</p> <ul style="list-style-type: none"> -Send out memos on time -Raffle out gifts -Provide snacks and coffee -Call parents and remind them of the PAC meeting. 	<p>Parental Educator Principal</p>	<p>Title I Funds</p>	<p>August 2018 - May 2019</p>	<p>Sign in sheets Parent volunteer sheets showing more hours.</p>	<p>More parent volunteers than previously</p>		<p>Title I- #6, #10</p>

Campus Goal 5: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.							
Objective 1: Provide on going support for the implementation/integration of technology into the curriculum. 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Training.</p> <ul style="list-style-type: none"> -District trainings on Promethean Boards -District training on Mobi -District training on Mimios -Hoonuit 	<p>Technology Director CIT coordinator Principal Asst. Principal</p>	<p>The use of various state, federal, and local budgets</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology. Full participation in technology trainings through ATOMIC Learning. Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores.</p>	<p>Daily Weekly Monthly Observations Walkthroughs and the reports provided.</p>	
<p>Provide resources and support for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.</p> <ul style="list-style-type: none"> -Color Printers 	<p>Technology Director CIT coordinator Principal Asst. Principal</p>	<p>The use of various state, federal, and local budgets</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. Full participation in technology trainings. campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. Observations during walk throughs, McRel formal and informal observations, Monthly AR reports and others. Monitoring of students using technology through student work, power point and presentations.</p>	<p>CIT coordinator Librarian</p>	
<p>The district offers courses from the Parental Involvement Department where technology literate personnel conduct these trainings.</p> <ul style="list-style-type: none"> • E-books trainings • Home Connect • Microsoft • Databases • Mackin Via 	<p>Technology Director, Parental Involvement Director, Strategist Librarian Teacher</p>	<ul style="list-style-type: none"> • Title 1 • Local Funds 	<p>Ongoing. This is a strategy that is carried out year-round and in the summers August 2018-June 2019.</p>	<p>Sign-in sheets An increase in the number of technology literate and English Proficient parents</p>	<p>Increase in the number of Technology Literate parents, and community members.</p>	<p>Administrative walk through during parent presentations.</p>	<p>Title 1 3 10</p>

Campus Goal 5: Technology

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The School Librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students. -AR software</p>	<p>CIT Teacher Campus Librarian</p>	<p>Accelerated Reader Software, adequate bandwidth, and adequate hardware</p>	<p>August 2018 - May 2019</p>	<p>AR reports from each teacher.</p>	<p>Improved scores in reading. Recognized in part of the National Honor Roll AR School.</p>	<p>Increase of student participation. Increase in scores on the AR program.</p>	
<p>The Campus Librarian will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.</p>	<p>CIT Teacher Campus Librarian</p>	<p>Destiny Software, adequate bandwidth, and adequate hardware</p>	<p>August 2018 - May 2019</p>	<p>Usage reports</p>	<p>Increase in the number of students using programs.</p>	<p>Review of Reports</p>	

Campus Goal 5: Technology

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide
<p>Integrate technology into our curriculum aligned with the essential knowledge and skills (TEKS) at the K-5 level..</p> <ul style="list-style-type: none"> Weekly access to computer labs At least 5 working computers per classroom Learning.com Learning literacy Reading Program Think through Math Program Istation *AR *EduSmart BrainPop, Big Brain, Reasons Mind Imagine Learning Summit K-12 Connect Ed reading Think Central Math and Science Star Fall Capstone Library 	<p>Principal Asst. Principal Teachers CIT Teacher CLL</p>	<p>Core content curriculum resources. State guidelines for required technology courses.</p> <p>Software Computers Nimios Promethean Pens Laptops/iPads</p>	<p>August 2018- May 2019</p>	<p>Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations. STAAR Reports</p>	<p>STAR Charts Technology Reports</p>	<p>On going review of Programs McRel</p>	
<ul style="list-style-type: none"> Develop units of practice aligned with the core content curriculum. Learning.com Learnin literacy Reading Program Imagine Math Program *AR *EduSmart ABC mouse.com BrainPop Big Brain Reasons Minds Imagine Learning Summit K-12 Connect Ed reading Think Central Math and Science Star Fall Capstone Library 	<p>Principal Asst. Principal Teachers CLL</p>	<p>Core content curriculum resources. State guidelines for required technology courses.</p>	<p>This is an ongoing process-May 2019.</p>	<p>Time lines for core curriculum areas. Scope and sequence for core curriculum areas. Teacher lesson plans with integrated technology skills. Reports from the online programs. (BOY, MOY, EOY) Walk throughs and observations.</p>	<p>STAR Charts Technology Reports Teacher and student increase knowledge and usage of various tools in technology.</p>	<p>On going review of Programs McRel</p>	

**John Henry "Jack" McKeever Elementary School
Campus Goal 5: Technology**

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning-2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Continue to support computer assisted instruction in computer labs and distributed settings.</p> <ul style="list-style-type: none"> • Black toner cartridges • Colored toner cartridges • Data projectors • Document readers • Clickers, USB • VGA Extension Cords • Cable splitters • VGA Cords, mounts for projectors, Wiring • Light bulbs for projectors • Batteries • Amplification system • CD Players • Radios • Connection cords • Ebooks • Update Licenses for software • Headphones w/mic • Wireless Cards • Mimios • Poster maker • Promethean pens • Large wide screens • Microphones 	<p>Teachers Campus Computer Lab Manager CIT Teacher Principal Asst. Principal</p>	<p>Hoonuit learning thru on line training. Conferencing, mobile, mimio, computer, hatch, and lab tops. Online curriculum resources Title I</p>	<p>August 2018- May 2019</p>	<p>Usage reports for Istations, TTM, Learning.Com TEKS Program reports Increase in student achievement (higher STAAR scores).</p>	<p>Increase in student achievement (STAAR scores 3rd, 4th, 5th). Lab reports</p>		<p>Title I, Part A Sec.11114</p>
<p>All teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)</p>	<p>Teachers Campus Lab Managers CIT Principals Asst. Principals</p>	<p>Learning.com</p>	<p>August 2018- May 2019</p>	<p>Usage lab reports</p>	<p>Increase in student achievement (STAAR scores 3rd, 4th, 5th). Lab reports</p>		

Campus Goal 5: Technology

Objective 2: Identify and apply strategies for supporting the use of and integration of technology in learning. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reestablish summer computer training opportunities for students. Provide computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer enrichment camps of 2019.</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists</p>	<p>Hardware, Software, and Technology Applications Instructors.</p>	<p>Summer of 2019 2018-2019 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site. Power point presentations</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>		
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Campus Instructional Technologists Computer Lab Managers Campus Librarians Teachers Parent Educator</p>	<p>Hardware, Software, and other Technology resources</p>	<p>By Spring of 2019. Campuses will have at least one technology fair a year. By 2019 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>		

Campus Goal 5: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to enhance student learning. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain campus Intranet/Internet to include campus and class DOJO. Teachers will use the district's Share Point site to collaborate with other staff members and administrators.</p> <ul style="list-style-type: none"> • Purchase and update Wi-Fi components to insure the entire building has access to internet • Wireless USB's • Internet cords • Modems • Facebook 	<p>Technology Director Instructional Technology Coordinator Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology</p>	<p>District website, share point/intranet site</p>	<p>August 2018 - May 2019</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration in curriculum.</p>		
<p>Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the school websites.</p>	<p>Campus PR Campus teachers Principals Asst. Principals</p>	<p>District website, Class DOJO, and district Intranet</p>	<p>August 2018 - May 2019</p>	<p>Web site usage</p>	<p>Updated website weekly or monthly. Increase in teacher collaboration in curriculum projects.</p>		

Campus Goal 5: Technology

Objective 3: Maintain and update Intranet and Internet capabilities to enhance student learning 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The school will use Learning.com for all K-5 students and Hoonuit for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Teachers Principal Computer Lab Manager Counselor Librarian</p>	<p>Learning.com, Hoonuit Learning, and other online resources.</p>	<p>Aug 2018-May 2019 Will ensure that all teachers and students will receive internet instruction.</p>	<p>Usage reports</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students.</p>		

Campus Goal 5: Technology

Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director Central Office Staff</p>	<p>Local Technology Budget, and hardware Computer headphones</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2018-2019. They will receive new computers in 2018-2019.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>		
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

Campus Goal 6: Increase Learning Time

Objective 1: Teachers will follow district guidelines to their working schedules. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Teachers will work on their Daily Schedules to provide for instruction to take place from 7:55am to 3:25pm. Students will have less time to be pulled out during the day. Blocks will run from bell to bell.</p>	<p>Principal Asst. Principal</p>	<p>Daily Schedule form</p>	<p>August 2018-May 2019</p>	<p>Copies of each teachers Daily Schedules</p>	<p>Students will not be pulled out as often.</p>		

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

Objective 1: Apply discipline protocols consistently and fairly throughout the campus. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Teachers on student referral protocols, de-escalation and restorative practices	Principal Asst. Principal Counselor	Local Funds	August 2018- May 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals	PEIMS Reports on Discipline referrals	<u>Title 1--#10</u>
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide -View Modules and receive certificate	Principal Asst. Principal Counselor	Local Funds	August 2018- June 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals.	PEIMS Reports on Discipline referrals	<u>Title 1--#10</u>
Promote the Be Respectful, Responsible and Be Safe Program (TRSSM) Emphasize the expectations on posters and banners.	RTI Committee Counselor Teacher Administration Everyone	Local Funds	August 2018- June 2019	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#6, 7 ,10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>A nurse will be on duty at all times to deal with student's needs (medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -coordinate with social services agencies -provide referral for services 	<p>Nurse Teachers Principal Asst. Principal</p>	<ul style="list-style-type: none"> -SCE and TL charities. -Dentist who care. -Eye Glass 	<p>August 2018 - May 2019</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Nurse</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma, allergies and diabetic children.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Increase use of national clinical guidelines for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff -Teachers who have students that have allergies. -Emergency Response Team 	<ul style="list-style-type: none"> -National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -EPI pens 	<p>August 2018 - May 2019</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness</p> <p>Peak flow meters available for all asthmatic by health services</p> <p>Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve general well-being by increasing knowledge and access to medical and mental health care.</p>	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff -counselor 	<ul style="list-style-type: none"> -School based clinics -Local health care providers -Local hospitals 	<p>August 2018 - May 2019</p>	<p>Live monitoring of uninsured students with dashboards.</p>	<p><u>Decrease percentage of student without a medical home</u></p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Nurse keeps students records up to date and advises parents to comply. -Refer children to the appropriate medical services (school based clinics) 	Principal Asst. Principal Teachers Nurse Counselor	Nurse provides yearly services	August 2018 - May 2019	Student attendance	Successful use of actual plan implemented for emergencies. Student attendance increased from previous year.	Visual and oral assessments	Title 1--#10
<ul style="list-style-type: none"> Provide support services including deterrent of bullying/emotional abuse, suicide risk. -Counseling classes -Videos, books, presenters like firemen, others. -Continued use of the bullying/suicide box 	-Director of Health Services -Nursing Staff Emergency Team Counselor	-Behavioral Centers -videos -books -PSJA LPC	August 2018 - May 2019	Drills run yearly	Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
<ul style="list-style-type: none"> Increase the safety of all students and staff -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place. -CPI trainings -CPR trainings 	-Director of Health Services -Nursing Staff Emergency Team Principal Asst. Principal Counselor	-Emergency medical services	August 2018 - May 2019	Nurse conducts impairment assessment as needed.	Less referrals issued	Side by side data analysis	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence.</p> <ul style="list-style-type: none"> -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills. -Counseling classes -Drug Awareness Week -Fire Department Drills 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Counselor Principal Asst. Principal Staff 	<ul style="list-style-type: none"> -Texas Tropical Behavioral Centers -Police Departments Other behavior strategists. 	<p>August 2018 - May 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Visual and oral assessments.</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Counselor Staff 	<p>Counseling Sessions, videos, classroom talks</p>	<p>August 2018 - May 2019</p>	<p>Ongoing one to one assistance of emotional needs. Staff develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along will 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. -Heart Jump Rope -Coaches reinforce good eating habits 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Coach Counselor <u>District Nutritional Dept.</u> Principal Asst. Principal Parents 	<ul style="list-style-type: none"> Child nutrition department, Coaching staff, Dietician school nurse 	<p>August 2018 - May 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>

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. 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Conducting daily security/safety audits by the district. Implement lock downs and fire drills. Be Responsible-Be Respectful-Be Safe posters. Post banners and motivational incentives throughout the school. Show videos and power points on expected behaviors. Follow the District and Campus Goals Character Traits Leadership Goals and activities</p>	<p>Security Director Custodians Staff</p>	<p>Local Funds</p>	<p>August 2018 - May 2019</p>	<p>Security Audits sent to all Principals</p>	<p>Decrease in security incidents</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>DE-ESCALATION TECHNIQUES= Training all staff on proper confrontational management techniques</p>	<p>Principal Assistant Counselor</p>	<p>Local Funds</p>	<p>August 2018 - May 2019</p>	<p>Less incidents of improper force use by De-escalation Techniques</p>	<p>Decrease in security and safety incidents</p>	<p>Side by side data analysis</p>	<p>Title 1--#6, 7, 10</p>
<p>Training all school staff on lockdown procedures and fire drills.</p>	<p>Principal Asst. Principal Counselor</p>	<p>Local Funds</p>	<p>August 2018 - May 2019 Lockdown in October 2018</p>	<p>Minimum two lock downs per school year</p>	<p>Schools are prepared for emergency situations</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

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

Objective 4: Monitor school attendance initiatives to ensure student academic success 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures. Honor Roll Incentives Perfect Attendance Incentives Trophies and medals to students meeting goals.	Teachers Principals Asst. Principals PEIMS Clerk	Local Funds	August 2018 - May 2019	-Pre-registration campaign -District Expo -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -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. Communicate with parents daily Call parents if absent Participate in the ARP program Attendance incentives	Pupil Accounting Director, Teachers Principals Asst. Principals PEIMS Clerk	Local Funds	August 2018 - May 2019	Correspondence, Emails, TEA letter, PEIMS update annual training	Increase of student attendance through daily, six weeks and year report	Data Analysis Review	Title 1--#10

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

Objective 4: Monitor school attendance initiatives to ensure student academic success. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation</p> <ul style="list-style-type: none"> • School messenger • Personal phone calls • ARP attendance committee meetings • Home visits • Attendance Incentives 	<p>Pupil Accounting Director Principal Teachers Office Clerk</p>	<p>Local Funds</p>	<p>August 2018 - May 2019</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report</p>	<p>Texas Academic Report Card</p>	<p>Title 1--#10</p>
<p>Provide consistent student support and guidance through district personnel to ensure student academic success.</p>	<p>Pupil Accounting Director Teachers Office Clerk</p>	<p>Local Funds</p>	<p>August 2018 - May 2019</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achievement Improvement in student behavior Procedures manual/handbook Journal writing</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

Campus Goal 8: Staff Quality, Recruitment, and Retention

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	August 2018 - May 2019	Greater Retention Rate of campus staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pay days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experienced work force	
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence 	HRS Admin. Bilingual/Special Education Directors Principals		On going Strong focus in early spring to meet student needs for upcoming school year	High teacher retention rate	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offered a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teachers	Higher retention rate of new teachers	

John Henry "Jack" McKeever Elementary School Campus Goal 8: Staff Quality, Recruitment, and Retention Objective 1: Develop and retain 100% highly qualified staff. 2018-2019							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principal training on interviewing , documentation of teachers. Attend New Teacher Trainings.	HR Admin	Title I Local funds Documentation Handbook	Nov. 2018-March 2019	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers <ul style="list-style-type: none"> Better documentation of staff not meeting performance standards 	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2018 - May 2019	Walk- thrus Sign-In Sheets	Benchmark scores, student achievement gains, closing achievement gaps	DRA Capstone District Assessments CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2018 - May 2019	Walk thrus Sign-in sheets for curriculum development	Curriculum implementation	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teacher Training Other teachers needing support Rounds 	Principal Asst. Princ. CLL CLF GLC	Title I Local funds I3 Invest in Innovation funds	August 2018 - May 2019	Sign-In Sheets	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	DRA Capstone District Assessments CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff. 2018-2019

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1
Campus Mentor Attend new teacher trainings	Principal Asst. Principal CLL CLF GLC	Experience teachers that have been trained as mentors.	August 2018 - May 2019	Mentor Logs	Increase in teacher satisfaction and moral improvement in student performance	McRel Evaluation Student Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development to create a supportive environment.	Principal Asst. Principal CLL CLF GLC	Title One 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	McREL Mid-term and summative evaluations SLO	
Monthly professional development meetings for elementary	Director External Coaches CLL Teacher	Title One 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	McREL Mid-term and summative evaluations SLO	
Weekly instructional meetings Instructional Rounds	Principal Asst. Principal CLL CLF GLC	Title One 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	McREL Mid-term and summative evaluations SLO	
Bi-Monthly progress monitoring. Allow to visit other campuses Instructional rounds	Teachers Principal Asst. Prin. CLL CLF	Title One 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	McREL Mid-term and summative evaluations	

**2017-2018 Accountability ...ing Distinction Designations
PSJA Elementary Schools**

2018															
Elementary Schools	Overall Rating	Domain I		Domain II - Part A		Domain II - Part B		Domain III		Distinction Designations					
		Student Achievement	Student Progress	Relative Performance	Closing Gaps	Reading/ELA	Math	Science	Top 25% Academic Growth	Top 25% Closing Gaps	Post Secondary Readiness	2018 Total	2017 Total		
Anaya	95	91	83	93	100	*	*	*	*	*	*	*	*	6	6
Arnold	85	76	86	83	82	*	*	*	*	*	*	*	*	4	1
Cantu	88	80	74	89	85	*	*	*	*	*	*	*	*	3	4
Carman	80	77	74	82	76	*	*	*	*	*	*	*	*	1	1
Chavez	94	86	90	91	100	*	*	*	*	*	*	*	*	6	3
Clover	94	83	92	90	100	*	*	*	*	*	*	*	*	6	2
Doedyns	89	80	85	89	89	*	*	*	*	*	*	*	*	5	4
Dr. Long	87	85	72	91	77	*	*	*	*	*	*	*	*	4	6
Escobar	93	89	85	91	98	*	*	*	*	*	*	*	*	6	6
Farias	83	75	74	84	81	*	*	*	*	*	*	*	*	5	0
Ford	92	82	79	90	96	*	*	*	*	*	*	*	*	4	4
Garcia	89	86	75	91	85	*	*	*	*	*	*	*	*	4	6
Garza	94	91	85	92	100	*	*	*	*	*	*	*	*	6	6
Garza-Peña	72	69	58	76	62									0	1
Guerra	81	74	69	83	75	*	*	*	*	*	*	*	*	2	2
Kelly-Pharr	90	76	91	84	89	*	*	*	*	*	*	*	*	4	2
Livas	86	82	65	90	77									2	5
Longoria	88	77	83	86	92	*	*	*	*	*	*	*	*	2	2
McKeever	93	83	83	90	100	*	*	*	*	*	*	*	*	6	4
Palacios	78	71	72	79	77									0	0
Palmer	93	83	83	90	100	*	*	*	*	*	*	*	*	6	6
Ramirez	87	75	88	84	84									2	0
Reed Mock	90	79	79	88	96	*	*	*	*	*	*	*	*	5	5
Sorensen	86	83	67	90	76	*	*	*	*	*	*	*	*	4	6
Treviño	79	72	72	80	77									0	0
Total						17	16	18	11	14	17	93	82		

John McKeever Elementary Action Plan/Strategies for 2018-2019

Action	When	What / Who	Monitoring	Evidence
<p>State Accountability Overview for 2018-2019. Show the PowerPoint <u>to review</u> the new accountability system and what it takes to be successful at each domains.</p>	<p>August 13-16 during Professional Development week.</p>	<p>Presented the power point on changes for this year's accountability to all staff members. All student populations have a huge part in ensuring a successful year.</p>	<p>One to one conference with students in my office. We discussed their strategies and why they are having problems. Feedback during walk thru observations. On-going Data Conversations during CLC meetings. One to One meeting with teachers to check for understanding.</p>	<p>Will track student performance on weekly assessments to assess student achievement growth. Progress Monitoring Report Card grades Wall chart graphs Walk-throughs Lesson Plans and Artifacts.</p>
<p>Action Dissect DMAC Reports such as: Quintile Reports, SE Performance, Item Analysis Reports, Student Expectation Reports and work on Distractor Analysis Report. Teachers will dissect and analyze reports. They will identify the weak TEKS, dissect each TEK in depth and share ideas on how to improve. Will look for resources on weak areas.</p>	<p>When During Staff Development, extended conferences, and during their CLC meetings.</p>	<p>What / Who 2nd, 3rd, 4th, and 5th grade teachers will concentrate on each student's growth. Each teacher will have a DATA wall in their classrooms. Teachers will develop a calendar to spiral activities, "I Do, You Do, and We Do" activities to teach every day. Teachers must understand the importance of this report and it's implications on campus accountability.</p>	<p>Monitoring Lesson plans Walk-throughs Conversations during CLC and discussing what works. Sharing activities and visiting each other when needed. Testing each Friday will continue to keep abreast of student's progress.</p>	<p>Evidence Student progress reports Bench marks Report card grades Artifacts Less failures Success on Tests</p>
<p>Action Progress Measures- Teachers will understand what it entails to meet progress for each student and gain the points needed. Each teacher will know how many more students each have to ensure they pass in order to get to their individual goals. Will work on 30, 60, 90 data to ensure students are</p>	<p>When During Staff Development Day.</p>	<p>What / Who All 3rd, 4th and 5th grade teachers will plot and work on meeting their goals. They will focus on the 30%, 60%, 90% Rule in order to achieve all A rating. Pk-5th teachers will see the importance of seeing student growth which ultimately leads to</p>	<p>Monitoring On-going Data Conversations during CLC meetings to assess student's growth, and with CLF's. One to One meeting with teachers. Sharing what works from teacher to teacher. Doing Rounds-visiting each other. Teachers will hold student and parent conferences.</p>	<p>Evidence Teachers will track student's performance weekly using student progress reports. Walk-throughs Report Card grades Benchmark scores Lesson Plans Artifacts.</p>

Action	When	What / Who	Monitoring	Evidence
<p>progressing.</p> <p>Analysis of Teaching and Learning. Teachers will do the rounds and give feedback. Teachers will share and discuss what works in their classrooms and discuss and share ideas concerning their lowest TEKS.</p>	<p>Data conversations during CLC and CLF. Schedule for rounds has already been developed.</p>	<p>earning all distinctions.</p> <p>All teachers will reflect upon their BM results and analyze each question with lowest TEKS. Teachers will visit other teachers to gain ideas on how to teach certain skills. Concentration is on Econ. Dis., Special Ed, and ELLs.</p>	<p>Teachers will be looking at all test question items and using them in the classrooms. Use of Spiraling Calendar where concentration will be given to the lowest TEKS and taught roughly ten minutes daily. Lesson plans CIF strategies Computer programs Differentiated instruction Small group lessons Spiraling lessons</p>	<p>Artifacts CIF activities Student work displayed Word wall Tutorials Walk-throughs</p>
<p>Teachers will complete their own individual Action Plans and Student Comparison (gains/losses) Reports. Each teacher will make their own goals as to how many students they promise to move up to reach to their individual goals- and 30%, 60% and 90% Goals.</p>	<p>During staff development and or during their conference periods. Extended conference period.</p>	<p>All teachers will identify their own goals and develop action steps. Principal will conference with each teacher individually.</p>	<p>Discussions during CLF & CLC meetings, develop new goals after each benchmark, continue tutorials with targeted instruction. Walk throughs and principal conferences with each teacher.</p>	<p>A completed data form showing how they will track their student's growth, what areas they need to work on, and their action steps.</p>

Science-All grade levels will follow district timelines.

- Team teaching -stronger teacher assisting struggling students.
- Teachers will concentrate on hands-on activities and reflections as exit tickets
- Teachers will use vocabulary word cards every morning.
- Students will plot their own progress charts.
- Teachers will work Science Camps each semester. In April, each teacher will focus on a weak TEK and will teach it to students as they rotate from class to class.
- Parent "STEM NIGHT" where students show experiments to the parents and students of 3rd & 4th grade.
- Science questions in card form will be given to the students to study from every morning in the cafeteria.
- Principal will call out a science question or vocabulary word every morning during announcements.

Math- All grade levels will follow the district timelines.

- Team teaching -stronger teacher assisting struggling students.
- Target new concepts and make sure students know multiplication facts-do mad minutes daily. (beginning in 2nd gr)
- Develop spiraling activities targeting weak areas after Benchmarks.

Monitor student progress reports every week and six weeks.
Plan for the Math Camp Rotations right before the test-each teacher will focus and teach to a weak TEK based on the BM2 results
Continue with (inter-visitation) rounds and provide feedback.
Weekly assessments will be given to monitor their progress. Students plot their own scores on progress charts.
Much emphasize will be placed in multiplication in the 2nd grade.
Bilingual students will focus a lot more on vocabulary words from math tests.
Coaches will teach multiplication during PE classes and vocabulary words.
Tutoring will continue and teachers will make sure students that need to attend do attend. Provide incentives.

Reading-Use of Diana Ramirez strategies learned during previous trainings . Concentration on Figure 19 and Lowest TEKS.

Team teaching -stronger teacher assisting struggling students
Benchmarks. I hired a retired teacher to tutor during the day for students that need more help in Reading
Make sure all students that need to come to tutoring do attend. Provide incentives.
Spiral activities, Do the "I do, You do, We do" activity every day on weak TEKS.
Continue with inter-visitation rounds.
Increase use of CIF activities
Student will become familiar with the Levels of Questioning-Depth of Knowledge posters are used daily. Some students have become familiar with them, they know Level 1 & 2 are recalling basic facts, organizing, process information on a low level it involves no rigor. They also know that level 3 & 4 type questions require reasoning and must infer. They must develop a plan and involves some sort of complexity. Teachers understand it requires investigation, time to think and process multiple steps. They know students need to know how to infer, draw conclusions, compare and contrast, and lessons must be rigorous.
Teachers must reach and maintain their AR goals to order to participate in the National Honor Renaissance this year again.
Much emphasize is given to vocabulary words.

Writing- Do rounds within their grade level and provide feedback.
Do rounds throughout other grade levels and provide feedback.
New teachers observing other teachers, and attend professional development trainings from Region I or District.
Continue with WFTB schedule.
Spiral activities and target weak areas.
Stressed the importance of writing throughout the grade levels-Pk thru 5th. We are monitoring that it is getting done.
Tutoring will continue making sure all students that need to come do attend.
Emphasizing the importance of grammar and spelling skills through out the grade levels.

Grade Level Chairs and CLF

Final 8-31-18

Level	GLC	CLF
PK 3	Sandy Rodriguez	Franny Vasquez
PK 4	Sandy Rodriguez	Franny Vasquez
Kinder	Amanda Gonzalez	Franny Vasquez
1 st	Jessica Rivera	Flor Saldana
2 nd	Amy Singleterry	Linda Sandoval
3 rd	Giovanna Duran	Linda Sandoval
4 th	Ruby Lucio	Judy Salinas
5 th	Rodolfo Reyes	Jesus Reyna

Level	Teachers	CLF
PK 3	Elsa Salinas	Franny Vasquez
PK 4	S. Rodriguez, M. Guerra, K. Arteaga, M. Morales	Franny Vasquez
Kinder	M. Hernandez, A. Gonzalez S. Zuniga, New K	Franny Vasquez
1 st	J. Zenil, E. Aponte, J. Rivera, M.L. Gonzalez S. Yanez, F. Johnson, L. Nesbit	Flor Saldana
2 nd	A. Singleterry, L. Garza, E. Garza, C. De La Rosa	Linda Sandoval
3 rd	E. Hernandez, H. Billezas, J. Castillo, G. Duran, New 3 rd	Linda Sandoval
4 th	A. Reyes, V. Landa, E. Torres, R. Lucio, E. Martinez, V. Garza	Judy Salinas
5 th	J. Garcia, F. Ortega, R. Reyes, M. Bravo, E. Madrigal, Y. Davis	Jesus Reyna

Pharr San Juan Alamo ISD
 McKeever Elementary
 McRel 2018-2019

Teacher Name	Pre-Eval Conference September	Announced Observation October - December	Mid-Year Conf. December	Unannounced Observation January - March	Summary Conference April
Elsa Archer	Quezada	Quezada	Quezada	Gomez	Gomez
Karina Arteaga	Quezada	Quezada	Quezada	Gomez	Gomez
Melissa Guerra	Quezada	Quezada	Quezada	Gomez	Gomez
Melanie Morales	Gomez	Gomez	Gomez	Quezada	Quezada
Sandra Rodriguez	Gomez	Gomez	Gomez	Quezada	Quezada
Amanda Gonzalez	Gomez	Gomez	Gomez	Quezada	Quezada
Sandra Zuniga	Quezada	Quezada	Quezada	Gomez	Gomez
Marciana Hernandez	Gomez	Gomez	Gomez	Quezada	Quezada
New Kinder	Quezada	Quezada	Quezada	Gomez	Gomez
Francisca Vasquez	Gomez	Gomez	Gomez	Quezada	Quezada
Elma Aponete	Gomez	Gomez	Gomez	Quezada	Quezada
Maria L. Gonzalez	Quezada	Quezada	Quezada	Gomez	Gomez
Jessica Zenil	Quezada	Quezada	Quezada	Gomez	Gomez
Flor Saldana	Gomez	Gomez	Gomez	Quezada	Quezada
Jessica Rivera	Quezada	Quezada	Quezada	Gomez	Gomez
Cynthia De La Rosa	Gomez	Gomez	Gomez	Quezada	Quezada
Linda Sandoval	Gomez	Gomez	Gomez	Quezada	Quezada
Lynneth Garza	Gomez	Gomez	Gomez	Quezada	Quezada
Emma Garza	Quezada	Quezada	Quezada	Gomez	Gomez
Amy Singleterry	Quezada	Quezada	Quezada	Gomez	Gomez

**Pharr San Juan Alamo ISD
McKeever Elementary
McRel 2018-2019**

Teacher Name	Pre-Eval Conference September	Announced Observation October-December	Mid-Year Conf. December	Unannounced Observation January - March	Summary Conference March - April
Hilda Billescas	Quezada	Quezada	Quezada	Gomez	Gomez
Judith Castillo	Quezada	Quezada	Quezada	Gomez	Gomez
Giovanna Duran	Gomez	Gomez	Gomez	Quezada	Quezada
New 3rd	Gomez	Gomez	Gomez	Quezada	Quezada
Elena Hernandez	Gomez	Gomez	Gomez	Quezada	Quezada
Annette Reyes	Gomez	Gomez	Gomez	Quezada	Quezada
Veronica Landa	Gomez	Gomez	Gomez	Quezada	Quezada
Judy Lynn Salinas	Quezada	Quezada	Quezada	Gomez	Gomez
Eliza Torres	Quezada	Quezada	Quezada	Gomez	Gomez
Ruby Farias	Quezada	Quezada	Quezada	Gomez	Gomez
Juan Garcia	Gomez	Gomez	Gomez	Quezada	Quezada
Mario Bravo	Quezada	Quezada	Quezada	Gomez	Gomez
Francisco Ortega	Gomez	Gomez	Gomez	Quezada	Quezada
Rodolfo Reyes	Quezada	Quezada	Quezada	Gomez	Gomez
Jesus Reyna	Gomez	Gomez	Gomez	Quezada	Quezada
Elizabeth Madrigal	Quezada	Quezada	Quezada	Gomez	Gomez
Edward Martinez	Gomez	Gomez	Gomez	Quezada	Quezada
Sara Yanez	Quezada	Quezada	Quezada	Gomez	Gomez
Vianney Garza	Quezada	Quezada	Quezada	Gomez	Gomez
Yvania Davis	Gomez	Gomez	Gomez	Quezada	Quezada
Dina Yoder	Gomez	Gomez	Gomez	Quezada	Quezada

**JOHN H. "JACK" MCKEEVER ELEM.
C.P.O.C. ATTENDANCE ROSTER
2018-2019**

Date _____

MEMBERS:

DEIC Member K-Linda Sandoval

PK Sandra Rodriguez

K Amanda Gonzalez

1st Jessica Rivera

2nd Amy Singleterry

3rd Giovanna Duran

4th Ruby Lucio

5th Rodolfo Reyes

Judy Salinas

Olga Cavazos

Maglie Silva

Rebecca Garcia

Mr. Perales

Michelle Rosales

PARAPROFESSIONAL

Jennifer Ramirez

PARENT/COMMUNITY

Mrs. Tijerina

Lucy Esqueda

BUSINESS COMMUNITY

Jessica Arista (Peter Piper Pizza)

DISTRICT REPRESENTATIVE

ADMINISTRATION

Irma Gomez

Maria T. Quezada

Emily Alegria

Maglie Silva

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Distinction Designations

Overall	Component	Score	Scaled Score	Rating
Overall		93		Met Standard
Student Achievement		83		Met Standard
STAAR Performance	55		83	
College, Career and Military Readiness				
Graduation Rate				
School Progress		90		Met Standard
Academic Growth	77		83	Met Standard
Relative Performance (Eco Dis: 82.0%)	55		90	Met Standard
Closing the Gaps	100		100	Met Standard

Texas Education Agency 2018 Accountability Ratings Overall Summary JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Accountability Data Search Help





Accountability Data Search Help

**Texas Education Agency
2018 STAAR Performance Data Table
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD**

All Subjects
 All African American Hispanic White Indian Asian Islander Races Disadv (Current) Monitored (Current) (Former) Enrolled
 Non-Continuously Enrolled (Current) Special (Former) Continuously Enrolled (Current) Special (Former) Continuously Enrolled

All Subjects	Percent of Tests	Approaches	Standard or Above	% at	Meets GL	Standard or Above	% at	Approaches	Standard or Above	% at	Meets GL	Standard or Above	% at	Number of Tests	Approaches	Standard or Above	% at	Meets GL	Standard or Above	% at	Number of Tests	Approaches	Standard or Above	% at	Meets GL	Standard or Above	% at	
79																												
161																												
238																												
54%																												
26%																												
80%																												
792																												
212																												
441																												
638																												
27%																												
56%																												
81%																												
70%																												

at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL
Non-Special Continuously Enrolled (Current) Special Ed & EL
Two or more Economically Disadvantaged (Current) Monitored (Former) Enrolled

Subject	Group	# at Masters GL	Standard or Above Meets GL % at Standard or Above Masters GL	Number of Tests	# at Approaches GL	Standard or Above Meets GL % at Standard or Above Masters GL	Number of Tests	# at Approaches GL	Standard or Above Meets GL % at Standard or Above Masters GL	Number of Tests	# at Approaches GL
Mathematics	All	299	86%	293	299	60%	34%	255	85%	293	299
	African American										
	Hispanic										
	White										
	Indian										
	Asian										
	Islander/Races Disadv										
Writing	All	100	67%	97	100	46%	34%	255	65%	249	299
	African American										
	Hispanic										
	White										
	Indian										
	Asian										
	Islander/Races Disadv										
Science	All	95	82%	93	95	44%	12%	63	67%	62	95
	African American										
	Hispanic										
	White										
	Indian										
	Asian										
	Islander/Races Disadv										

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

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Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

Percent of Tests % at Masters GL Standard or Above Meets GL % at Standard or Above Masters GL Number of Tests # at Approaches GL

2018 Campus Comparison Group

JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	College HS %	Early % Special Ed
JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	EE-05	715	82.0	46.7	18.6	0.0	8.7
1 ACADEMY AT CARRIE F THOMAS BIRDVILLE ISD (220902116)		PK-05	623	75.9	44.8	18.7	0.0	8.2
2 JACK C BINION EL (220902104)	BIRDVILLE ISD	PK-05	798	79.3	45.0	18.2	0.0	5.4
3 A V CATO EL (220917101)	CASTLEBERRY ISD	PK-05	716	87.6	44.0	18.6	0.0	6.3
4 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	PK-05	750	82.9	45.6	13.7	0.0	6.5
5 MCMULLAN EL (101905104)	CHANNELVIEW ISD	KG-05	588	86.4	49.0	19.2	0.0	8.7
6 COOKE EL (126903109)	CLEBURNE ISD	PK-05	555	83.4	46.1	13.8	0.0	6.5
7 FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	PK-05	700	78.4	44.3	13.7	0.0	9.1
8 GEORGE HERBERT WALKER	DALLAS ISD	EE-05	670	81.3	43.0	23.8	0.0	7.2
9 KLEBERG EL (057905167)	DALLAS ISD	EE-05	735	88.7	49.1	18.6	0.0	10.5
10 MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	PK-05	581	79.2	47.0	19.6	0.0	8.4
11 SEAGOVILLE EL (057905208)	DALLAS ISD	EE-05	701	87.9	46.6	18.2	0.0	6.0
12 WILMER-HUTCHINS EL (057905301)	DALLAS ISD	EE-05	919	82.8	46.7	18.1	0.0	7.1
13 BOOKER T WASHINGTON EL (057905301)	ELGIN ISD	KG-05	620	80.5	48.5	12.1	0.0	7.7
14 RIDGEMONT EL (079907109)	FORT BEND ISD	EE-05	671	87.0	49.6	18.0	0.0	9.2
15 DAGGETT EL (220905119)	FORT WORTH ISD	EE-05	718	86.8	49.7	19.7	0.0	11.3
16 GREENBRIAR EL (220905134)	FORT WORTH ISD	EE-05	646	85.9	43.0	17.8	0.0	8.8
17 LUELLA MERRITT EL (220905157)	FORT WORTH ISD	PK-05	629	80.8	52.8	17.8	0.0	6.2
18 PURPLE SAGE EL (101910112)	GALENA PARK ISD	EE-05	548	86.5	46.0	19.8	0.0	9.5
19 ELLEN OCHOA STEM ACADEMY GRAND PRAIRIE ISD (057910109)		KG-05	794	82.5	47.5	13.2	0.0	5.7
20 GARCIA EL (101912283)	HOUSTON ISD	EE-05	643	82.3	45.1	20.5	0.0	7.0
21 GREGG EL (101912162)	HOUSTON ISD	PK-05	555	85.4	48.6	15.0	0.0	6.5
22 HOBBS EL (101912175)	HOUSTON ISD	PK-05	817	80.8	41.5	20.3	0.0	6.0
23 SMITH EL (101912242)	HOUSTON ISD	EE-05	879	81.6	49.1	22.5	0.0	6.8
24 WALNUT BEND EL (101912253)	HOUSTON ISD	PK-05	738	84.3	41.7	20.9	0.0	5.7
25 NORTH BEET EL (101913103)	HUMBLE ISD	PK-05	745	81.3	48.6	17.0	0.0	8.6
26 IL TEXAS - HOUSTON WINDMILL LEADERSHIP OF INTERNATIONAL TEXAS LAKE EL (057848025)		KG-05	895	81.7	46.7	20.4	0.0	5.8
27 HANES EL (057912119)	IRVING ISD	KG-05	641	77.5	48.8	17.8	0.0	7.6
28 JACKIE MAE TOWNSELL EL (057912123)	IRVING ISD	KG-05	795	80.9	43.0	20.7	0.0	6.3
29 EPPS ISLAND EL (101915105)	KLEIN ISD	KG-05	657	80.5	48.9	15.9	0.0	7.9
30 KAISER EL (101915108)	KLEIN ISD	KG-05	740	83.5	51.6	16.0	0.0	8.8
31 LLOYD M BENTSEN EL (108912116)	LA JOYA ISD	EE-05	615	82.6	46.3	19.9	0.0	6.2
32 LEWISVILLE EL (061902143)	LEWISVILLE ISD	KG-05	775	82.2	51.1	20.9	0.0	9.7
33 PLUM CREEK EL (028902104)	LOCKHART ISD	KG-05	578	86.5	42.9	18.9	0.0	10.6
34 EAST TERRELL HILLS EL (015910105)	NORTH EAST ISD	PK-05	625	87.5	45.6	21.1	0.0	8.5
35 VILLARREAL EL (015915116)	NORTHSIDE ISD	EE-05	712	81.3	43.5	18.3	0.0	11.5
36 HOUSTON EL (123907103)	PORT ARTHUR ISD	PK-05	606	80.0	44.2	18.8	0.0	10.7
37 GARFIELD EL (233901102)	SAN FELIPE-DEL RIO CISD	KG-05	671	84.9	41.9	15.4	0.0	7.6
38 ROYALWOOD EL (101924102)	SHELDON ISD	01-05	663	82.1	49.6	13.0	0.0	5.4
39 CAROLINE BOOKER ELEMENTARY (101919124)	SPRING ISD	PK-05	841	82.5	50.8	18.3	0.0	7.1
40 PAT REYNOLDS EL (101919105)	SPRING ISD	EE-05	725	75.3	44.6	21.5	0.0	7.9
Comparison Group Average								
			697	82.7	46.6	18.1	0.0	7.8

Texas Education Agency
 2018 Distinction Designation Data Overview Report
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
 Academic Achievement in English Language Arts/Reading Indicators
 5 out of 6 = 83% - DISTINCTION EARNED

This resource provides detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate that a campus was in the top quartile for that indicator. For more information see [Using the Distinction Designation Data Overview Report Tool](#).

Campus Name	Director Name	Rate	Attendance	Student Growth in Reading	Grade 3 Reading Performance (Number)	Grade 4 Reading Performance (Number)	Grade 5 Reading Performance (Number)	Grade 6 Reading Performance (Number)	Grade 7 Reading Performance (Number)	Grade 8 Reading Performance (Number)	Grade 9 Reading Performance (Number)	Grade 10 Reading Performance (Number)	Grade 11 Reading Performance (Number)	Grade 12 Reading Performance (Number)
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PHARR-SAN JUAN-ALAMO ISD	JOHN MCKEEVER EL	98.2	30	25	25	12	30							
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ACADEMY AT BIRDVILLE ISD	CARRIE F THOMAS	96.5	34	32	16	8	30							
JACK C BINION BIRDVILLE ISD	EL (220902104)	96.3	26	33	20	9	22							
A V CATO EL CASTLEBERRY ISD	(220817101)	96.0	24	23	17	16	15							
CASTLEBERRY CASTLEBERRY ISD	EL (220817102)	96.5	28	22	19	3	17							
MCANLIVAN EL CHANNELVIEW ISD	(101905104)	96.3	18	22	19	7	17							
COOKE EL CLEBURNE ISD	(126903109)	96.5	32	7	14	3	17							
FRAZIER EL CYPRESS-FARIBANKS ISD	(101807117)	97.1	29	15	13	4	22							
GEORGE HERBERT DALLAS ISD	EL (057905304)	97.1	30	19	25	10	26							
KLEBERG EL DALLAS ISD	(057805167)	96.7	38	31	24	20	14							
MARTHA DALLAS ISD	(057905198)	96.9	28	31	20	19	26							
SEAGOVILLE DALLAS ISD	EL (057905209)	98.8	33	18	4	2	14							
WILMER-HUTCHINS EL DALLAS ISD	(057905301)	96.6	22	10	10	1	10							
BOOKER T WASHINGTON ELGIN ISD	EL (011902101)	95.9	24	18	7	3	11							
RIDGEMONT FORT BEND ISD	EL (079807109)	95.8	26	19	8	2	16							
DAGGETT EL FORT WORTH ISD	(220805119)	95.1	25	6	14	3	13							
GREENBRIAR FORT WORTH ISD	EL (220905134)	95.6	23	11	15	1	9							
LUELLA FORT WORTH ISD	(220905157)	96.2	37	21	23	5	17							
PURPLE SAGE GALENA PARK ISD	EL (101910112)	97.3	23	18	13	4	12							
EILEEN OCHOA GRAND PRAIRIE ISD	(057810109)	96.1	29	16	16	4	18							
ACADEMY AT BEN MI	(057810109)													
GARCIA EL HOUSTON ISD	(101912283)	95.6	29	11	3	0	11							
GREGG EL HOUSTON ISD	(101912162)	97.1	17	15	9	9	9							
HOBBY EL HOUSTON ISD	(101912175)	96.3	22	21	12	9	19							
SMITH EL HOUSTON ISD	(101912242)	95.9	26	14	5	3	12							

Texas Education Agency
 2018 Distinction Designation Data Overview Report
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Academic Achievement in Science Indicators
 2 out of 2 = 100% - DISTINCTION EARNED

This resource provides detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate that a campus was in the top quartile for that indicator. For more information see [Using the Distinction Designation Data Overview Report Tool](#).

Campus Name	District Name	Grade 5 Science (Masters) Q1 (Min=96.7)	Grade 5 Science (Masters) Q1 (Min=96.7)	Grade 8 Science Performance (Masters)	EOC Biology Performance (Masters)	AP/B Examination: Science Participation	AP/B Examination: Science Criterion: >=	Average ACT Score: Science (8-12)	Advanced/Dual-Credit Completion: Science (8-12)
JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	98.2	98.2	22					
ACADEMY AT BIRDVILLE ISD	BIRDVILLE ISD	96.5	96.5	17					
CARRIE F THOMAS (220902116)	BIRDVILLE ISD	96.5	96.5	17					
JACK C BINION EL (220902104)	BIRDVILLE ISD	96.3	96.3	13					
A V GATO EL (220917101)	ISD	96.0	96.0	6					
CASTLEBERRY EL (220917102)	ISD	96.5	96.5	6					
MCMULLAN EL (101905104)	CHANNELVIEW ISD	96.3	96.3	11					
COOKE EL (126903109)	CLEBURNE ISD	96.5	96.5	10					
FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	97.1	97.1	18					
GEORGE HERBERT WALKER BUSH EL (057905304)	DALLAS ISD	97.1	97.1	4					
KLEBERG EL (057905167)	DALLAS ISD	96.7	96.7	16					
MARTHA TURNER REILLY EL (057905196)	DALLAS ISD	96.9	96.9	18					
SEAGOVILLE EL (057905208)	DALLAS ISD	96.8	96.8	9					
WILMER-HUTCHINS EL (057905301)	DALLAS ISD	96.6	96.6	3					
BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	95.9	95.9	6					
RIDGEMONT EL (079907109)	FORT BEND ISD	95.8	95.8	10					
DAGGETT EL (220905119)	FORT WORTH ISD	95.1	95.1	8					

Texas Education Agency
2018 Distinction Designation Data Overview Report
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Academic Achievement in Mathematics Indicators
4 out of 6 = 80% - DISTINCTION EARNED

This resource provides detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate that a campus was in the top quartile for that indicator. For more information see [Links](#).

[The Distinction Designation Data Overview Report Tool.](#)

Report Name	Indicator Name	95.0%	91.0%	87.0%	83.0%	79.0%	75.0%	71.0%	67.0%	63.0%	60.0%	57.0%	54.0%	51.0%	48.0%	45.0%	42.0%
JOHN MCKEEVER EL	PHARR-SAN JUAN-ALAMO ISD	90.2	28	33	26	42											
ACADEMY AT	BIRDVILLE ISD	96.5	31	30	16	28											
CARRIE F THOMAS	(220902116)																
JACK C BINION	BIRDVILLE ISD	90.3	16	24	17	19											
EL (220902104)																	
A V CATO EL	CASTLEBERRY ISD	96.0	17	28	17	10											
CASTLEBERRY	CASTLEBERRY ISD	96.5	22	13	18	20											
CASTLEBERRY	CASTLEBERRY ISD	96.3	13	20	19	28											
CHANNLEW	CHANNLEW ISD	96.5	104														
COOKE EL	CLEBURNE ISD	96.5	32	11	20	24											
FAZIER EL	CYRANKS ISD	97.1	23	12	16	26											
GEORGE HERBERT	DALLAS ISD	97.1	32	12	26	30											
WALKER BUSH	DALLAS ISD	97.1	32	12	26	30											
EL (057905304)																	
KLEBERG EL	DALLAS ISD	96.7	37	17	14	20											
MARTHA TURNER	DALLAS ISD	96.9	39	27	32	36											
REILLY EL	DALLAS ISD	96.9	198														
SEA GOVILLE	DALLAS ISD	96.8	43	16	25	21											
EL (057905208)																	
WILLIAMER-HUTCHINS EL	DALLAS ISD	96.6	17	12	5	11											
BOOKER T WASHINGTON	ELGIN ISD	95.9	21	5	6	11											
RIDGEMONT	FORT BEND ISD	95.8	18	19	7	13											
EL (079807109)																	
DAWGETT EL	FORT WORTH ISD	95.1	26	7	16	19											
GRENRIAR	FORT WORTH ISD	95.6	22	7	11	17											
LUELLA	FORT WORTH ISD	96.2	9	12	12	6											
PUKLE SAGE	GALENA PARK ISD	97.3	39	15	23	41											
EL (101910112)																	
ELLEN OCHOA	GRAND PRAIRIE ISD	96.1	22	12	11	20											
ACADEMY AT	ISD																
BEN M	ISD																
(057910108)																	
GARCIA EL	HOUSTON ISD	95.6	34	13	24	11											
EL (101912283)																	
OREG EL	HOUSTON ISD	97.1	20	15	28	14											
EL (101912182)																	
HOBBS EL	HOUSTON ISD	96.3	20	24	22	18											
EL (101912175)																	
SMITH EL	HOUSTON ISD	95.9	28	17	7	20											
(101912242)																	

Texas Education Agency
 2018 Distinction Designation Data Overview Report
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Academic Achievement in Social Studies Indicators
 1 out of 1 = 100% - NOT ELIGIBLE

This resource provides detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate that a campus was in the top quartile for that indicator. For more information see [Using the Distinction Designation Data Overview Report Tool](#).

Campus Name	District Name	Attendance Rate	Q1 (Min)= 96.7)	Grade 8 Social Studies Performance (Masters)	EOC U.S. History Performance (Masters)	AP/IB Social Studies Participation: Examination: >=	AP/IB Social Studies Examination Results: >=	Advanced/Dual-Credit Social Studies Completion: (9-12)
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JOHN PHARR-SAN MCKEEVER EL (108909101) ISD		98.2						
ACADEMY AT BIRDVILLE ISD	BIRDVILLE ISD	96.5						
CARRIE F THOMAS (220902116)	BIRDVILLE ISD	96.3						
JACK C BINION EL (220902104)	BIRDVILLE ISD	96.3						
A V GATO EL (220917101)	CASTLEBERRY ISD	96.0						
CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	96.5						
MCMULLAN EL (101905104)	CHANNELVIEW ISD	96.3						
COOKE EL (126903109)	CLEBURNE ISD	96.5						
FRAZIER EL (101907117)	FAIRBANKS ISD	97.1						
GEORGE HERBERT WALKER BUSH EL (057905304)	DALLAS ISD	97.1						
KLEBERG EL (057905167)	DALLAS ISD	96.7						
MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	96.9						
SEAGOVILLE EL (057905208)	DALLAS ISD	96.8						

Texas Education Agency
 2018 Distinction Designation Data Overview Report
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Postsecondary Readiness Indicators
 2 out of 2 = 100% - DISTINCTION EARNED

This resource provides detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate that a campus was in the top quartile for that indicator. For more information see [Using the Distinction Designation Data Overview Report Tool](#).

Campus Name	District Name	Pct of Results at Grade 3	Pct of STAR Level or Above Results at Middle Grade	Pct of STAR Level or Above Results at Middle Grade and Above Level Reading	Q1 (Min= 42.5)	Q1 (Min= 31)	Four-Year Graduation Rate	Four-Year Graduation Rate	Longitudinal Graduation Rate	Four-Year Graduation Rate	TSI Criteria Graduates	College, Career, and Military Ready Graduates	SAT/ACT Participation	AP/IB Examination	Any Subject	Sequences	Coherent	CTE	Graduates
JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	56.0	56.0	46.0															
ACADEMY AT BIRDVILLE ISD	BIRDVILLE ISD	48.0	39.0																
CARRIE F THOMAS (220902116)																			
JACK C BINION EL (220902104)	BIRDVILLE ISD	45.0	35.0																
A V CATO EL (220917101)	CASTLEBERRY ISD	34.0	25.0																
CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	36.0	25.0																
MCMULLAN EL (101905104)	CHANNELVIEW ISD	44.0	35.0																
COOKE EL (126903109)	CLEBURNE ISD	36.0	28.0																
FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	37.0	28.0																
GEORGE HERBERT EL (057905304)	DALLAS ISD	41.0	33.0																
KLBERG EL (057905167)	DALLAS ISD	45.0	31.0																
MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	52.0	40.0																
SEAGOVILLE EL (057905208)	DALLAS ISD	34.0	24.0																
WILMER-HUTCHINS EL (057905301)	DALLAS ISD	23.0	17.0																
ELGIN ISD		22.0	14.0																



Accountability Data Search Help

Texas Education Agency
 2018 Closing the Gaps Status Table
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Academic Achievement Status	Students														Total	
	All	African American	Hispanic	White	Asian	Islander	Pacific	Two or More Races	Econ Disadv	Special Ed & Monitored	Special Ed	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled		
EL/Reading	44%	37%	43%	74%	45%	33%	29%	19%	36%	46%	42%	Y	Y	Y	Y	42%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mathematics	46%	31%	40%	59%	40%	36%	40%	23%	44%	47%	45%	Y	Y	Y	Y	45%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
EL/Reading Growth Status	62	65	67	67	67	64	64	59	65	66	67	Y	Y	Y	Y	67
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mathematics	71	67	74	74	74	73	68	70	71	70	70	Y	Y	Y	Y	70
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Graduation Rate Status	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
English Language Proficiency Status	42%															42%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Student Success Status	36	41	58	46	48	55	38	37	43	48	46	Y	Y	Y	Y	46
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
School Quality Status	47%	31%	47%	42%	39%	53%	39%	30%	27%	43%	50%	31%	31%	31%	31%	31%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Texas Education Agency
 2018 Closing the Gaps Data Table
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Academic Achievement (Percent at Meets Grade Level or Above)	Students														Total
	All	African American	Hispanic	White	Asian	Islander	Pacific	Two or More Races	Econ Disadv	Special Ed & Monitored	Special Ed	Continuously Enrolled	Continuously Enrolled	Non-Continuously Enrolled	
EL/Reading	54%	54%	54%	54%	54%	50%	45%	43%	50%	45%	43%	54%	55%	55%	
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Mathematics	60%	60%	60%	60%	60%	58%	52%	46%	58%	52%	46%	61%	59%	59%	
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Total Tests (Adjusted)	180	176	176	176	176	176	176	176	176	176	176	176	176	176	
# at Meets GL Standard or Above	108	108	108	108	108	108	108	108	108	108	108	108	108	108	
Total Tests (Adjusted)	299	293	293	293	293	293	293	293	293	293	293	293	293	293	
# at Meets GL Standard or Above	161	157	157	157	157	157	157	157	157	157	157	157	157	157	
Total Tests (Adjusted)	298	292	292	292	292	292	292	292	292	292	292	292	292	292	
# at Meets GL Standard or Above	180	176	176	176	176	176	176	176	176	176	176	176	176	176	
Total Tests (Adjusted)	298	292	292	292	292	292	292	292	292	292	292	292	292	292	

EL	All	Artisan	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed & Monitored	Special Ed (Current)	Special Ed (Former)	Non-continuously Enrolled
Growth (Academic Growth)													
Academic Growth Score	76	77	137.5	142.5	180	150	178	78	79	77	74	91	
Growth Points	180	185	180	180	185	180	178	185	185	177	151	34	
Mathematics													
Academic Growth Score	77	77	146.5	151.5	177	150	178	83	76	75	87		
Growth Points	191	186	191	186	191	191	186	191	186	191	186	30.5	
Total Tests													35
Graduation (Federal Graduation Rate)													
% Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Proficiency													
TELPAS Progress Rate	-	-	-	-	-	-	-	-	-	-	-	-	-
TELPAS Progress	-	-	-	-	-	-	-	-	-	-	-	-	-
TELPAS Total	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Success (Student Achievement Domain Score: STAR Component Only)													
STAR Component Score	55	54	54	57	52	47	52	47	41	55	50		
% at Approaches GL Standard or Above	81%	81%	82%	79%	79%	74%	79%	74%	62%	83%	70%		
% at Meets GL Standard or Above	56%	55%	73%	52%	47%	42%	56%	47%	20%	56%	54%		
Total Tests	760	775	775	775	660	385	103	659	133				
School Quality (College, Career, and Military Readiness Performance)													
% Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-
Participation													
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	
EL/Reading	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
# Participants	315	309	309	309	285	181	253	253	253	62	62		
Total Tests	315	309	309	309	285	181	253	253	62	62			
Mathematics	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
% Participation	313	307	307	307	283	158	41	253	60	60			
# Participants	312	308	308	308	282	158	40	252	60	60			
Total Tests	313	307	307	307	283	158	41	253	60	60			
Additional Targeted Support													
Target	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
# Indicators Met	5	5	5	5	5	6	4	4	4	4	4	4	
# Indicators Evaluated	5	5	5	5	5	6	4	4	4	4	4	4	

* Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 + Ever HS ELs are included in the Federal Graduation Rate
 - Indicates there are no students in the group

TEXAS EDUCATION AGENCY

2018 Distinction Designation Summary

**Academic Achievement in English Language Arts/Reading
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD**

Campus Type: Elementary

Indicator	Score	Quartile
Attendance Rate	98.2%	Q1
Accelerated Student Growth in ELA/Reading	30.0%	Q2
Grade 3 Reading Performance (Masters Grade Level)	25.0%	Q1
Grade 4 Reading Performance (Masters Grade Level)	25.0%	Q1
Grade 4 Writing Performance (Masters Grade Level)	12.0%	Q1
Grade 5 Reading Performance (Masters Grade Level)	30.0%	Q1
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)		
English II Performance (Masters Grade Level)		
AP/IB Examination Participation: ELA		
AP/IB Examination Results (Examinees >= Criterion): ELA		
SAT/ACT Participation		
Average SAT Score: Reading and Writing		
Average ACT Score: ELA		
Advanced/Dual-Credit Completion: ELA/Reading (9-12)		

Total Indicators for ELA/Reading

5 of 6

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

5 of 6 = 83%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY

2018 Distinction Designation Summary

Academic Achievement in Mathematics

JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Campus Type: Elementary

Indicator	Score	Indicator
Attendance Rate	98.2%	Q1
Accelerated Student Growth in Mathematics	28.0%	Q2
Grade 3 Mathematics Performance (Masters Grade Level)	33.0%	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	26.0%	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	42.0%	Q1

Total Indicators for Mathematics	
Algebra I by Grade 8 - Participation	4 of 5
Algebra I Performance (Masters Grade Level)	
AP/IB Examination Participation: Mathematics	
AP/IB Examination Results (Examinees >= Criterion): Mathematics	
SAT/ACT Participation	
Average SAT Score: Mathematics	
Average ACT Score: Mathematics	
Advanced/Dual-Credit Completion: Mathematics (9-12)	

Distinction Campus Outcome: 4 of 5 eligible indicators in Q1 (Top Quartile)

4 of 5 = 80%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY

2018 Distinction Designation Summary

Academic Achievement in Science

JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

Campus Type: Elementary

Indicator	Score	Indicator
Attendance Rate	98.2%	Q1
Grade 5 Science Performance (Masters Grade Level)	22.0%	Q1

Grade 8 Science Performance (Masters Grade Level)	
EOC Biology Performance (Masters Grade Level)	
AP/IB Examination Participation: Science	
AP/IB Examination Results (Examinees >= Criterion): Science	
Average ACT Score: Science	
Advanced/Dual-Credit Completion: Science (9-12)	
Total Indicators for Science	2 of 2

Distinction Campus Outcome: 2 of 2 eligible indicators in Q1 (Top Quartile)

2 of 2 = 100%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

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

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

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

NOT ELIGIBLE

This campus is not eligible for this Distinction Designation. See the *2018 Accountability Manual* for more information.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Academic Achievement in Social Studies
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
Campus Type: Elementary

TEXAS EDUCATION AGENCY

2018 Distinction Designation Summary

Top 25 Percent: Comparative Academic Growth (AG)

JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary

AG
 Scaled
 Score

Campus Name	District Name	Score
1 MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	88
2 COOKE EL (126903109)	CLEBURNE ISD	86
3 SEAGOVILLE EL (057905208)	DALLAS ISD	86
4 PLUM CREEK EL (028902104)	LOCKHART ISD	85
5 ROYALWOOD EL (101924102)	SHELDON ISD	85
6 DAGGETT EL (220905119)	FORT WORTH ISD	83
7 HANES EL (057912119)	IRVING ISD	83
8 JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	83
9 KLEBERG EL (057905167)	DALLAS ISD	80
10 PAT REYNOLDS EL (101919105)	SPRING ISD	80
11 GARCIA EL (101912283)	HOUSTON ISD	79
12 GEORGE HERBERT WALKER BUSH EL (057905304)	DALLAS ISD	79
13 LLOYD M BENTSEN EL (108912116)	LA JOYA ISD	79
14 PURPLE SAGE EL (101910112)	GALENA PARK ISD	79
15 WALNUT BEND EL (101912253)	HOUSTON ISD	79
16 ELLEN OCHOA STEM ACADEMY AT BEN MI (057910109)	GRAND PRAIRIE ISD	77
17 ACADEMY AT CARRIE F THOMAS (220902116)	BIRDVILLE ISD	75
18 EAST TERRELL HILLS EL (015910105)	NORTH EAST ISD	75
19 HOUSTON EL (123907103)	PORT ARTHUR ISD	75
20 LEWISVILLE EL (061902143)	LEWISVILLE ISD	75
21 CAROLEE BOOKER ELEMENTARY (101919124)	SPRING ISD	74
22 FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	74
23 BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	72
24 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	72
25 VILLARREAL EL (015915116)	NORTHSIDE ISD	72
26 HOBBS EL (101912175)	HOUSTON ISD	69
27 JACK C BINION EL (220902104)	BIRDVILLE ISD	69
28 RIDGEMONT EL (079907109)	FORT BEND ISD	69
29 GARFIELD EL (233901102)	SAN FELIPE-DEL RIO CUSD	67
30 GREGG EL (101912162)	HOUSTON ISD	67
31 JACKIE MAE TOWNSELL EL (057912123)	IRVING ISD	67
32 A V CATO EL (220917101)	CASTLEBERRY ISD	65
33 KAISER EL (101915108)	KLEIN ISD	65
34 SMITH EL (101912242)	HOUSTON ISD	65
35 GREENBRIAR EL (220905134)	FORT WORTH ISD	62
36 LUELLA MERRITT EL (220905157)	FORT WORTH ISD	62
37 MCJULLAN EL (101905104)	CHANNELVIEW ISD	62
38 WILMER-HUTCHINS EL (057905301)	DALLAS ISD	62
39 NORTH BELT EL (101913103)	HUMBLE ISD	59
40 ILTEXAS - HOUSTON WINDMILL LAKE EL (057848025)	INTERNATIONAL LEADERSHIP OF TEXAS	53

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 80

DISTINCTION EARNED

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

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY

2018 Distinction Designation Summary
 Top 25 Percent: Comparative Closing the Gaps (CTG)
 JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary

CTG
 Scaled
 Score

Campus Name	District Name	Score
JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	100
1 MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	96
2 LLOYD M BENTSEN EL (108912116)	LA JOYA ISD	92
3 HOUSTON EL (123907103)	PORT ARTHUR ISD	83
4 ACADEMY AT CARRIE F THOMAS (220902116)	BIRDVILLE ISD	82
5 HANES EL (057912119)	IRVING ISD	82
6 ROYALWOOD EL (101924102)	SHELDON ISD	82
7 GEORGE HERBERT WALKER BUSH EL (057905304)	DALLAS ISD	81
8 KLEBERG EL (057905167)	DALLAS ISD	81
9 PURPLE SAGE EL (101910112)	GALENA PARK ISD	79
10 WALNUT BEND EL (101912253)	HOUSTON ISD	79
11 FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	78
12 PAT REYNOLDS EL (101919105)	SPRING ISD	78
13 PLUM CREEK EL (028902104)	LOCKHART ISD	78
14 EPPS ISLAND EL (101915105)	KLEIN ISD	77
15 DAGGETT EL (220905119)	FORT WORTH ISD	76
16 EAST TERRELL HILLS EL (015910105)	NORTH EAST ISD	76
17 GARCIA EL (101912283)	HOUSTON ISD	76
18 SEAGOVILLE EL (057905208)	DALLAS ISD	76
19 COOKE EL (126903109)	CLEBURNE ISD	75
20 HOBBS EL (101912175)	HOUSTON ISD	75
21 VILLARRREAL EL (015915116)	NORTHSIDE ISD	75
22 CAROLEE BOOKER ELEMENTARY (101919124)	SPRING ISD	74
23 ELLEN OCHOA STEM ACADEMY AT BEN MI (057910109)	GRAND PRAIRIE ISD	74
24 JACK C BINION EL (220902104)	BIRDVILLE ISD	74
25 LEWISVILLE EL (061902143)	LEWISVILLE ISD	72
26 MCMULLAN EL (101905104)	CHANNELVIEW ISD	72
27 CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	71
28 KAISER EL (101915108)	KLEIN ISD	71
29 GREGG EL (101912162)	HOUSTON ISD	69
30 LUELLA MERRITT EL (220905157)	FORT WORTH ISD	69
31 RIDGEMONT EL (079907109)	FORT BEND ISD	69
32 GARFIELD EL (233901102)	SAN FELIPE-DEL RIO CISD	67
33 JACKIE MAE TOWNSELL EL (057912123)	IRVING ISD	67
34 A V CATO EL (220917101)	CASTLEBERRY ISD	65
35 BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	65
36 NORTH BELT EL (101913103)	HUMBLE ISD	65
37 SMITH EL (101912242)	HOUSTON ISD	65
38 GREENBRIAR EL (220905134)	FORT WORTH ISD	63
39 WILMER-HUTCHINS EL (057905301)	DALLAS ISD	63
40 ILTEXAS - HOUSTON WINDMILL LAKE EL (057848025)	INTERNATIONAL LEADERSHIP OF TEXAS	33

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 79

DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2018 Distinction Designation Summary
Postsecondary Readiness
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD
 Campus Type: Elementary

Indicator	Score	Indicator
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	56.0%	Q1
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	46.0%	Q1

Indicator	Score	Indicator
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
TSI Criteria Graduates		
College, Career, and Military Ready Graduates		
SAT/ACT Participation		
AP/IB Examination Participation: Any Subject		
CTE Coherent Sequence Graduates		

Total Indicators for Postsecondary Readiness
 Evaluation of campus outcomes: 2 of 2 eligible indicators in Q1 (Top Quartile)
 2 of 2 = 100%
 Distinction Target: Elementary = 50% or higher
DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.
 Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.
 *The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations.



Texas Education Agency
2018 Academic Growth Data Table
JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

ELA/Reading and Mathematics

Current-Year Performance on STAAR													
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Progress Met (0 points)	Did Not Meet (0 points)	Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points	
				Met or Exceeded Progress (1 point)	Did Not Meet Progress (1/2 points)	Progress Not Applicable (0 points)	Met or Exceeded Progress (1 point)	Did Not Meet Progress (1/2 points)	Progress Not Applicable (0 points)				
Did Not Meet	17	38	0	30	0	12	22	22	5	0	0	381	
Approaches Grade Level	9	0	-	12	12	-	33	33	34	10	26	381	
Meets Grade Level	-	-	-	-	-	12	-	-	84	120	84	381	
Masters Grade Level	1	-	-	6	-	30	-	-	-	72	120	381	
Total Number of Tests	1	26	38	18	12	52	30	12	72	120	120	381	
Total Points	0.0	0.0	38.0	0.0	8.0	52.0	0.0	6.0	72.0	120.0	284.0	381	
Score	77												

- Indicates count is not available for this group.

ELA/Reading

Current-Year Performance on STAAR													
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Progress Met (0 points)	Did Not Meet (0 points)	Approaches Grade Level			Meets Grade Level			Masters Grade Level	Growth Points Earned	Total Possible Points	
				Met or Exceeded Progress (1 point)	Did Not Meet Progress (1/2 points)	Progress Not Applicable (0 points)	Met or Exceeded Progress (1 point)	Did Not Meet Progress (1/2 points)	Progress Not Applicable (0 points)				
Did Not Meet	12	22	0	15	0	10	17	4	0	0	185		
Approaches Grade Level	5	0	-	3	3	10	-	-	4	17	142.5		
Meets Grade Level	0	-	-	4	-	6	17	13	13	36	185		
Masters Grade Level	1	-	-	3	-	13	-	-	-	53	185		
Total Number of Tests	1	17	22	7	3	25	13	6	38	53	185		
Total Points	0.0	0.0	22.0	0.0	1.5	25.0	0.0	3.0	38.0	53.0	142.5		
Score	77												

- Indicates count is not available for this group.

Current-Year Performance on STAAR												
Did Not Meet			Approaches Grade Level				Meets Grade Level				Masters Grade Level	
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Total Possible Points
Did Not Meet	5	16	0	15	0	15	0	15	0	16	1	0
Approaches Grade Level	4	0	9	12	9	12	9	12	9	16	6	6
Meets Grade Level	0	0	8	0	6	17	0	6	17	13	48	67
Masters Grade Level	0	0	0	17	0	0	0	0	0	0	0	48
Total Number of Tests	0	16	11	27	9	27	17	6	34	67	0	0
Total Points	0	16.0	0.0	27.0	4.5	27.0	0.0	3.0	34.0	67.0	151.5	196
Score	77											

Mathematics

- Indicates count is not available for this group.

Current-Year Performance on STAAR												
Did Not Meet			Approaches Grade Level				Meets Grade Level				Masters Grade Level	
Prior-Year Performance on STAAR	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Total Possible Points
Did Not Meet	0	0	0	0	0	0	0	0	0	0	0	0
Approaches Grade Level	0	0	0	0	0	0	0	0	0	0	0	0
Meets Grade Level	0	0	0	0	0	0	0	0	0	0	0	0
Masters Grade Level	0	0	0	0	0	0	0	0	0	0	0	0
Total Possible Points	0	0	0	0	0	0	0	0	0	0	0	0

Texas Education Agency 2018 Accountability Ratings Domain Data Overview Report JOHN MCKEEVER EL (108909101) - PHARR-SAN JUAN-ALAMO ISD

This report provides the domain scores for each campus in a comparison group. It allows the user to sort by any domain score and see how a particular campus performed in relation to other campuses in the comparison group. Domain scores in bold indicate that the campus met the target for that domain. For more information see [Using the Accountability Ratings Domain Data Overview Report Tool](#).

Campus Name	District Name	Domain 1	Domain 2A	Domain 2B	Domain 2	Domain 3	Overall
JOHN MCKEEVER EL (108909101)	PHARR-SAN JUAN-ALAMO ISD	83	83	90	90	100	93

(all) ^

(all) ^

(all) ^

(all) ^

(all) ^

(all) ^

(all) ^

(all) ^

ACADEMY AT CARRIE F THOMAS (220902116)	BIRDVILLE ISD	77	75	83	83	82	83
JACK C BINION EL (220902104)	BIRDVILLE ISD	76	69	83	83	74	80
A V CATO EL (220917101)	CASTLEBERRY ISD	67	65	73	73	65	71
CASTLEBERRY EL (220917102)	CASTLEBERRY ISD	70	72	75	75	71	74
MCMULLAN EL (101905104)	CHANNELVIEW ISD	75	62	83	83	72	80
COOKE EL (126903109)	CLEBURNE ISD	67	86	72	86	75	83
FRAZIER EL (101907117)	CYPRESS-FAIRBANKS ISD	70	74	74	74	78	75
GEORGE HERBERT WALKER BUSH EL (057905304)	DALLAS ISD	73	79	81	81	81	81
KLEBERG EL (057905167)	DALLAS ISD	75	80	84	84	81	83
MARTHA TURNER REILLY EL (057905198)	DALLAS ISD	82	88	88	88	96	90
SEAGOVILLE EL (057905208)	DALLAS ISD	67	86	73	86	76	83
WILMER-HUTCHINS EL (057905301)	DALLAS ISD	54	62	55	62	63	62
BOOKER T WASHINGTON EL (011902101)	ELGIN ISD	55	72	55	72	65	70
RIDGEMONT EL (079907109)	FORT BEND ISD	59	69	63	69	69	69

Campus Name	District Name	Domain 1	Domain 2A	Domain 2B	Domain 2	Domain 3	Overall
DAGGETT EL (220905119)	FORT WORTH ISD	60	83	66	83	76	81
GREENBRIAR EL (220905134)	FORT WORTH ISD	58	62	60	62	63	62
LUELLA MERRITT EL (220905157)	FORT WORTH ISD	67	62	72	72	69	71
PURPLE SAGE EL (101910112)	GALENA PARK ISD	73	79	81	81	79	80
ELLEN OCHOA STEM ACADEMY AT BEN MI (057910109)	GRAND PRAIRIE ISD	67	77	72	77	74	76
GARCIA EL (101912283)	HOUSTON ISD	58	79	59	79	76	78
GREGG EL (101912162)	HOUSTON ISD	67	67	72	72	69	71
HOBBY EL (101912175)	HOUSTON ISD	69	69	73	73	75	74
SMITH EL (101912242)	HOUSTON ISD	56	65	57	65	65	65
WALNUT BEND EL (101912253)	HOUSTON ISD	70	79	75	79	79	79
NORTH BELT EL (101913103)	HUMBLE ISD	56	59	56	59	65	59
ILTEXAS - HOUSTON WINDMILL LAKE EL (057848025)	INTERNATIONAL LEADERSHIP OF TEXAS	55	53	55	55	33	48
HANES EL (057912119)	IRVING ISD	74	83	81	83	82	83
JACKIE MAE TOWNSELL EL (057912123)	IRVING ISD	62	67	66	67	67	67
EPPS ISLAND EL (101915105)	KLEIN ISD	67	82	72	82	77	81
KAISER EL (101915108)	KLEIN ISD	69	65	74	74	71	73
LLOYD M BENTSEN EL (108912116)	LA JOYA ISD	90	79	91	91	92	91
LEWISVILLE EL (061902143)	LEWISVILLE ISD	59	75	60	75	72	74
PLUM CREEK EL (028902104)	LOCKHART ISD	72	85	79	85	78	83
EAST TERRELL HILLS EL (015910105)	NORTH EAST ISD	69	75	75	75	76	75
VILLARREAL EL (015915116)	NORTHSIDE ISD	70	72	75	75	75	75
HOUSTON EL (123907103)	PORT ARTHUR ISD	77	75	84	84	83	84

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Campus Name	District Name	Domain 1	Domain 2A	Domain 2B	Domain 2	Domain 3	Overall
GARFIELD EL (233901102) CISD	SAN FELIPE-DEL RIO	64	67	69	69	67	68
ROYALWOOD EL (101924102)	SHELDON ISD	77	85	85	85	82	84
CAROLEE BOOKER ELEMENTARY (101919124)	SPRING ISD	65	74	70	74	74	74
PAT REYNOLDS EL (101919105)	SPRING ISD	74	80	80	80	78	79