

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan  
2019-2020  
Aida C. Escobar Elementary**

Board Approved:

## Mission Statement

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



## ***What We Believe In***

### ***Guiding Principles***

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

## ***What We Want to Accomplish***

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

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

### **FOCUS AREAS:**

**Focus Area 1- Student Achievement, CCMR, Graduation Rate**

**Focus Area 2- School Progress, Academic Growth, Relative Performance**

**Focus Area 3- Closing Achievement Gaps**

**Focus Area 4- Family and Community Involvement**

**Focus Area 5- Technology**

**Focus Area 6- Increase Learning Time**

**Focus Area 7- School Culture and Climate**

**Focus Area 8- Staff Quality, Recruitment and Retention**

## **Title I, Part A**

### **School wide Components:**

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

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. TPRI, Tejas Lee, C-PALLS+
3. 2018-19 Attendance
4. Discipline Referrals
5. PEIMS Demographics
6. Parental Involvement Data
7. Professional Development Plan
8. McRel Teacher Evaluations
8. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS
12. Software Reports: Summit K-12, AR Living with Science, Galaxy Learning, Gradecam

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary**

#### **Special Education:**

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

#### **Needs:**

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

- In Reading, the achievement gap between Sp. Ed. and All students 2018-2019 is 23%.
- In Mathematics, the achievement gap between Sp. Ed. and All students 2018-2019 is 13%.
- In Writing, the achievement gap between Sp. Ed. and All students 2018-2019 is 39%.
- In Science, the achievement gap between Sp. Ed. and All students 2018-2019 is 17 %.

#### **Personnel Needs:**

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

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

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

#### Strengths:

- In STAAR Reading, the passing rate for Sp. Ed. students at Escobar Elementary was 63%, 24 points above the district.
- In STAAR Math, the passing rate for Sp. Ed. students at Escobar Elementary was 79%, 18 point above the district.
- In STAAR Writing, the passing rate for Sp. Ed. students at Escobar Elementary was 40%, 6 points above the district.
- In STAAR Science, the passing rate for Sp. Ed. students at Escobar Elementary was 75%, 25 points above the district.



# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary Continued:**

#### **English Language Learners (EL):**

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

#### **Needs:**

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

- None

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### English Language Learners (EL):

##### Strengths:

On the STAAR exam:

- The Reading passing rate for EL students at Escobar Elementary was 89%, 33 points above the district.
- The Mathematics passing rate for EL students at Escobar Elementary was 93%, 15 points above the district.
- The Writing passing rate for EL students at Escobar Elementary was 84%, 23 points above the district.
- The Science passing rate for EL students at Escobar Elementary was 96%, 28 points above the district.

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary Continued:**

#### **Economically Disadvantaged**

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

#### **Needs:**

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

- In Reading, the achievement gap between Eco Dis and All Students 2018-2019 is 1%.

# Comprehensive Needs Assessment



## **Demographics**

### **Demographics Summary Continued:**

#### **Economically Disadvantaged**

#### **Strengths:**

- The Reading passing rate for Eco. Dis., students at Escobar Elementary was 85%, 17 points above the district.
- The Mathematics passing rate for Eco. Dis., students at Escobar Elementary was 92%, 10 points above the district.
- The Writing passing rate for Eco. Dis., students at Escobar Elementary was 83%, 14 points above the district.
- The Science passing rate for Eco. Dis., students at Escobar Elementary was 92%, 13 points above the district.

# Comprehensive Needs Assessment



**Demographics**

**Demographics Summary Continued:**

**Hispanics**

**Needs:**

None

# Comprehensive Needs Assessment



## Demographics

### Demographics Summary Continued:

#### Hispanics

##### Strengths:

- The Reading passing rate for Hispanic students at Escobar Elementary was 86%, 17 points above the district.
- The Mathematics passing rate for Hispanic students at Escobar Elementary was 92%, 9 points above the district.
- The Writing passing rate for Hispanic students at Escobar Elementary was 79%, 9 points above the district.
- The Science passing rate for Hispanic students at Escobar Elementary was 92%, 12 points above the district.

## Pre-K- CPALS Comprehensive Needs Assessment

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

## Pre-K- CPALS Comprehensive Needs Assessment

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



## Kinder Comprehensive Needs Assessment - TPRI

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

## Kinder Comprehensive Needs Assessment - TPRI

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

## Kinder Comprehensive Needs Assessment - Tejas LEE

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

## Kinder Comprehensive Needs Assessment - Tejas LEE

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

## 1st Grade Comprehensive Needs Assessment -TPRI

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

## 1st Grade Comprehensive Needs Assessment -TPRI

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

## 1st Grade Comprehensive Needs Assessment -Tejas LEE

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

## 1st Grade Comprehensive Needs Assessment - Tejas LEE

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



## 2nd Grade Comprehensive Needs Assessment -TPRI

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

## 2nd Grade Comprehensive Needs Assessment -TPRI

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

## 2nd Comprehensive Needs Assessment - Tejas LEE

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

## 2nd Comprehensive Needs Assessment -Tejas LEE

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

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

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

## Summary of Findings

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



# CAMPUS DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT	CTE
Number	749	369	380	50	350	0	0	24	7	Pending	23	0
Percent	100	49	51	7	47	0	0	3	1	Pending	3	0

# CAMPUS DEMOGRAPHICS



Total Enrollment – 749

Total Number of Classrooms-37

Percent	Escobar	PSJA ISD
Hispanic	98%	99.01%
Economically Disadvantaged	90%	87.08%
EL	48%	43.06%

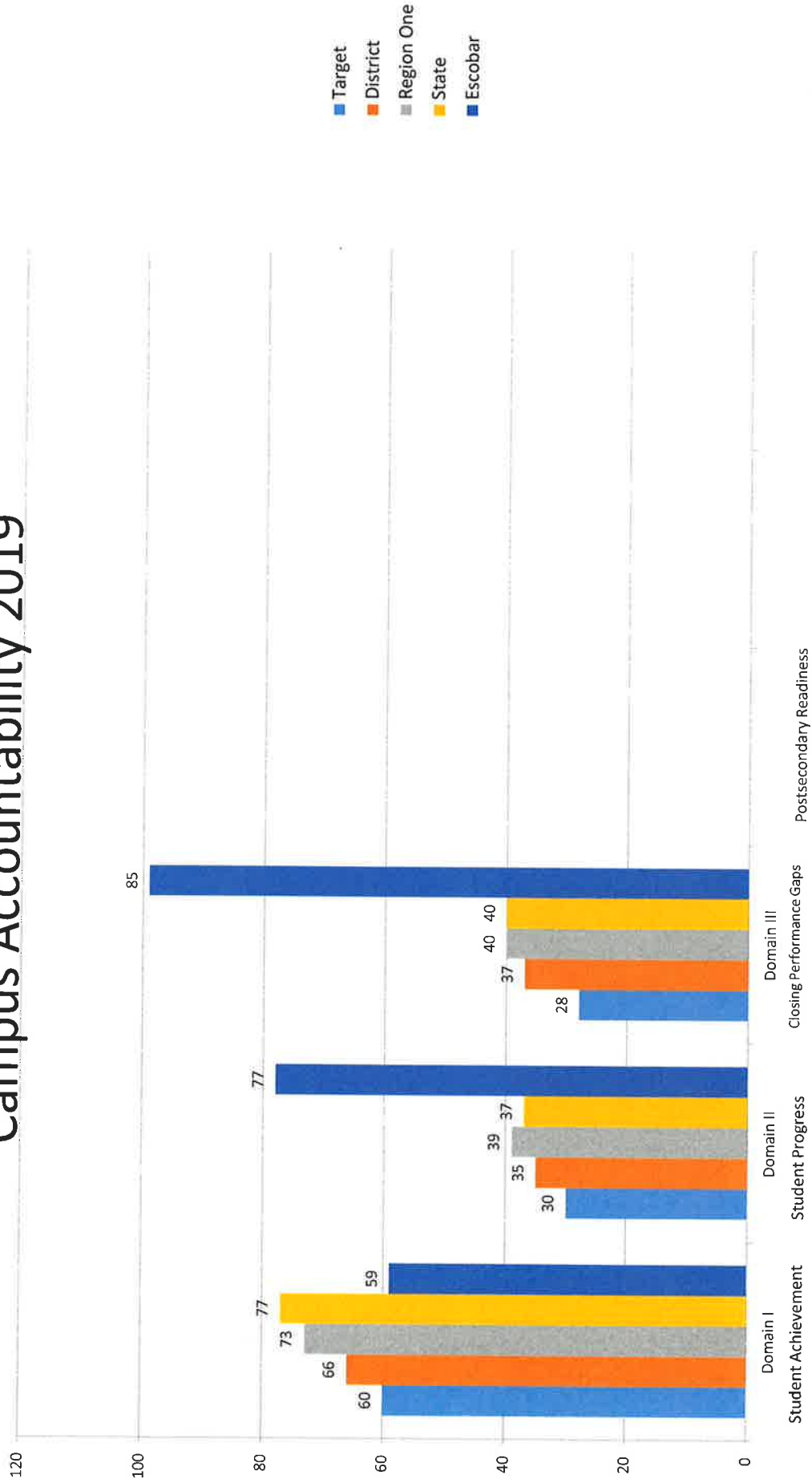


# Student Achievement Summary 2019



	Performance Target 2019	State	Region 1	PSJAISD	Escobar	Goals 2019
Domain 1 Student Achievement	60	75	74	70	Raw 59 Scale 89	
Domain 2 Growth Relative Performance	32	41	44	41	Part A Raw=73 Part A Scale=77 Part B Raw=59 Part B Scale=91	
Domain 3 Closing the Gap	28	40	45	43	Raw 90 Scale 85	

# Campus Accountability 2019





# Domain 1: Student Achievement Summary 2019

All Students Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			42	57	60
Math	60			54	64	65
Writing	60			41	50	60
Science	60			49	61	65

## Domain 1: Student Achievement Summary 2019



ELL Current & Monitored Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			31	63	65
Math	60			48	67	70
Writing	60			34	59	65
Science	60			37	65	70



# Domain 1: Student Achievement Summary 2019

Special Ed Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			24	43	47
Math	60			37	46	50
Writing	60			24	17	25
Science	60			30	59	60



## Domain 1: Student Achievement Summary 2019

ECO Dis Performance Rates	Performance Target 2018	State	Region 1	PSJAISD	Escobar	Goals 2019
Reading	60			41	56	61
Math	60			53	63	65
Writing	60			39	53	60
Science	60			48	60	65

## Domain 1: Student Achievement Summary 2019



Hispanic Performance Rates	Performance Target 2018	PSJAISD	Escobar	Goals 2019
Reading	60	42	57	60
Math	60	54	64	66
Writing	60	41	49	55
Science	60	49	60	65

# Campus Domain III-Student Success



Campus 2018 Results Level 2 Phase 1	African Amer.		Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	Els Current and Monitored	% Met for Min Size Req
	All	58	57						57		63	
Meets	32	32							32		39	
Masters												
Percent of Eligible Measures Met												

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





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# Domain III

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored EL	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	% of Eligible Measures Met
Academic Achievement / Reading	Y		Y						Y		Y	Y	Y			
Academic Achievement / Math	Y		Y						Y		Y	Y	Y	12	12	100%
Growth Status/ Reading	Y		Y						Y		Y	Y	Y			
Growth Status/ Math	Y		Y						Y		Y	Y	Y	12	12	100%
English Lang. Proficiency Status											N			0	1	90%
Student Success Status	Y		Y						Y	Y	Y	Y	Y	7	7	88%
<b>Total</b>																90

## 2019-2020 Campus Goals

- The following charts reflect the State Accountability results in **2018-2019** (STAAR), including the mathematics 3-5, and all populations.
- This will allow us to analyze our needs and set attainable goals for the 2019-2020 school year.

# 2019-2020 Campus Goals



3rd Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2019	2020
Approaches	90	92
Meets	69	70
Masters	35	36

4th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2019	2020
Approaches	86	89
Meets	63	65
Masters	41	41

5th Grade Mathematics		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2019	2020
Approaches	97	97
Meets	72	72
Masters	86	40

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

# 2019 - 2020 Campus Goals



3rd Grade Reading		% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2019	2020
% of Items Needed to Meet State Performance Standard	Approaches	64	89
	Meets	76	60
	Masters	85	31

4th Grade Reading		% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2019	2020
% of Items Needed to Meet State Performance Standard	Approaches	56	79
	Meets	76	55
	Masters	87	32

5th Grade Reading		% of Students Passing State Assessment TARGET: 60%	Goal TARGET: 60%
		2019	2020
% of Items Needed to Meet State Performance Standard	Approaches	58	90
	Meets	76	60
	Masters	87	25

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

# 2019-2020 Campus Goals



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4th Grade Writing		% of Students Passing State Assessment	Goal
		TARGET: 60%	TARGET: 60%
% of Items Needed to Meet State Performance Standard		2019	2020
Approaches	56	79	82
Meets	72	50	62
Masters	84	19	32

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

# 2019-2020 Campus Goals



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5th Grade Science		Goal
% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment TARGET: 60%	TARGET: 60%
	2019	2020
Approaches	58	85
Meets	78	39
Masters	89	20

These

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

## 2019-2020 Campus Goals

- **Focus Area 1- Student Achievement, CCMR, Graduation Rate**
- **Focus Area 2- School Progress, Academic Growth, Relative Performance**
- **Focus Area 3- Closing Achievement Gaps**
- **Focus Area 4- Family and Community Involvement**
- **Focus Area 5- Technology**
- **Focus Area 6- Increase Learning Time**
- **Focus Area 7- School Culture and Climate**
- **Focus Area 8- Staff Quality, Recruitment and Retention**

**Aida C. Escobar Elementary 2019-2020**

**Focus Area 1: Student Achievement, CCMR Graduation Rate**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<b>READING- ALL STUDENTS</b> Implement a research based, TEKS aligned reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Summer School instruction for eligible students	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds, Title 1 Funds, SCE	June 2019 – July 2020	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3



Aida C. Escobar Elementary 2019-2020

Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Daily review of Phonemic Awareness, Word Attack Strategies, Fluency <ul style="list-style-type: none"> <li>Echo</li> <li>Choral</li> <li>Pair</li> </ul> Word Families;	Highly Qualified Teachers Teacher Assistants	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Progress Monitoring /Intervention Lesson Plans Attendance Action Plan	Student achievement gains Fluency Charts Running Records	TPRI Circle DRA	Title 1 - #1, 2, 3
<b>MATH –ALL STUDENTS</b> Implement a research based, TEKS aligned math curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE	August 2019- May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR, Voyager, Capstone	Title 1- #2, 3, 5, 9
Summer School instruction for eligible students	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds, Title 1 Funds, SCE	June 2019 – July 2020	Lesson Plans Attendance	Student achievement gains	Weekly and STAAR Assessment	Title 1 - #2, 3, 9

**Aida C. Escobar Elementary 2019 - 2020**

**Focus Area 1: Student Achievement, CCMR Graduation Rate**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b>MATH--ALL STUDENTS</b> Utilize the TEKS to guide instruction and prepare for STAAR.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<p>Number Fluency</p> <ul style="list-style-type: none"> <li>• calendar math</li> <li>• sequence of numbers</li> <li>• ordering numbers</li> <li>• basic facts with automaticity</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Lesson Plans Action Plan Tutoring plans	Mastery of Math TEKS	Daily/Weekly assessments	Title 1-#1, 3, 9
<p><b>Writing --ALL STUDENTS</b> Implement a research based, TEKS aligned writing curriculum to meet the needs of all students.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
<p>Provide intervention in small group instruction for all students Provide small group instruction for eligible students</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- July 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9

**Aida C. Escobar Elementary 2019 - 2020**

**Focus Area 1: Student Achievement, CCMR Graduation Rate**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b><u>Writing –ALL STUDENTS</u></b>                      Implement the following writing strategies</p> <ul style="list-style-type: none"> <li>• Bill McDonald Writing Strategies</li> <li>• Gretchen Bernabi Writing strategies</li> <li>• Lucy Calkins Writing Strategies</li> <li>• Daily Journal Writing</li> <li>• Probe Writing</li> <li>• Guided Writing</li> <li>• Open-ended prompt</li> <li>• Interactive Writing</li> <li>• Under scribing</li> <li>• Write from the Beginning</li> <li>• Lucy Caulkins Writing Strategies</li> <li>• Forde Ferrier Strategies</li> <li>• Daily Journal Writing</li> <li>• Probe Writing</li> <li>• Guided Writing</li> <li>• Open-ended prompt</li> <li>• Interactive Writing</li> <li>• Under scribing</li> <li>• Write from the Beginning</li> <li>• Lucy Caulkins Writing Strategies</li> <li>• Daily Journal Writing</li> <li>• Probe Writing</li> <li>• Guided Writing</li> <li>• Open-ended Prompt</li> <li>• Galaxy Education</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #1, 2, 3, 5, 9

Aida C. Escobar Elementary 2019 - 2020

Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b>Writing –ALL STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Interactive</li> <li>• Under scribing</li> <li>• Write from the Beginning</li> <li>• Lucy Caulkins</li> </ul>	Highly Qualified Teachers	Local Funds Title 1 Funds SCE	August 2019- May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1 - #1,2,3,4,9
<p><b>Science –ALL STUDENTS</b></p> <p>Implement a research based, TEKS aligned science curriculum to meet the needs of all students utilizing Summit K+12</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Provide intervention in small group instruction for all students	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Utilize the TEKS to guide instruction and prepare for STAAR.	Highly Qualified Teachers	Local Funds, Title 1 Funds SCE	August 2019- May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
Provide hands on lab experiments (science lab)	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	August 2019- May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3

Aida C. Escobar Elementary 2019 - 2020

Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b>Science –ALL STUDENTS</b> Provide digital science lab experiments (Living with Science Software)</p>	Highly Qualified Science Lab Manager	Local Funds, Title 1 Funds	August 2019- May 2020	Science Data Reports	Benchmark scores, Student achievement gains	Daily/Weekly assessments	Title 1-#1, 2
<p>Implement C.H.I.A strategy Student Journals</p>	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	August 2019- May 2020	Lesson Plans Action Plan	Benchmark scores, Student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<p><b>Social Studies–ALL STUDENTS</b> Implement a research based, TEKS aligned science curriculum to meet the needs of all students.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	Lesson plans	Student achievement gains	Weekly Assessments	Title 1- #2, 3, 5
<p>Research Centers</p> <ul style="list-style-type: none"> <li>• Maps and Globes</li> <li>• Historical Literature</li> <li>• Biographies</li> <li>• Community Roles</li> <li>• Current Events</li> </ul>	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	Lesson plans	Student achievement gains	Weekly Assessments, Rubrics	Title 1- #2, 3, 5

**Focus Area 1: Student Achievement, CCMR Graduation Rate**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Curriculum Based Assessments will be administered to all students including all sub population in the areas of Reading, Math, Writing and Science.</p> <ul style="list-style-type: none"> <li>• Weekly</li> <li>• A.R. Tests-STAR</li> <li>• CBAs (Six Weeks)</li> <li>• Benchmarks (Semester)</li> <li>• STAAR (Yearly)</li> <li>• TELPAS</li> <li>• TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.)</li> <li>• DRA/EDL</li> </ul>	<p>Principal (Mrs. C. Espinoza)                      AP (Mrs. Y. Galvan)                      Highly Qualified Teachers</p>	<p>Local Funds, Title 1 Funds                      Gradecam</p>	<p>August 2019-                      May 2020</p>	<p>Results of assessments</p>	<p>Achievement of Student Gains</p>	<ul style="list-style-type: none"> <li>• Weekly</li> <li>• A.R. Tests</li> <li>• CBAs (Six Weeks)</li> <li>• Benchmarks (Semester)</li> <li>• STAAR (Yearly)</li> <li>• TELPAS</li> <li>• TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.)</li> <li>• DRA/EDL</li> </ul>	<p>Title 1 - #1, 3</p>

Aida C. Escobar Elementary 2019 - 2020

Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> <li>• Purchase Supplemental Research Based Resources/Materials for all content areas (Reading, Math, Writing, Science and Social Studies.</li> <li>• Will Books</li> <li>• Barnes &amp; Noble</li> <li>• PSJA Central Office Supply</li> <li>• Lakeshore</li> <li>• Gateway</li> <li>• Ray's Business Products</li> <li>• School Speciality-Educators</li> <li>• SHI Government Solutions</li> <li>• Pearson Education</li> <li>• Rigby Books</li> <li>• Worldly Words</li> <li>• Really Good Stuff, LLC</li> <li>• Curriculum Associates/</li> <li>• STAAR Ready</li> <li>• Measuring Up</li> <li>• Forde Ferrier</li> <li>• Mentoring Minds</li> <li>• G.F. Educators</li> <li>• RALLY</li> <li>• Examgen</li> <li>• ECS Learning--STAAR Master Teacher Created Materials Publishing</li> <li>• Kamico</li> <li>• Print Shop</li> <li>• Brilliant Education -(Sing, Spell, Read &amp; Write)</li> <li>• Instructional Supplies Provide tutoring / intervention to all students as needed in all content areas (Reading, Math Writing, and Science)</li> <li>• Pay teachers to tutor students</li> <li>• Capstone</li> <li>• GradeCam</li> <li>• Scholastics</li> <li>• Flocabulary</li> <li>• Summit K-12</li> <li>• Cielo</li> <li>• Pay teachers to align</li> </ul>	<p>Principal (Mrs. C. Espinoza)                      AP (Mrs. Y. Galvan)</p> <p>Principal- Mrs. C. Espinoza</p> <p>AP- Mrs. Y. Galvan                      Teachers</p>	<p>Local Funds, Title 1 Funds                      SCE Funds</p> <p>Title 1 Funds                      Local Funds                      SCE Funds</p>	<p>Sept. 2019 – Aug. 2020</p> <p>Sept. 2019 – Aug. 2020</p>	<p>Results of assessments</p> <p>Tutoring Attendance Forms</p>	<p>Achievement of Student Gains</p> <p>Achievement of student gains</p>	<p>Weekly Asses.                      CBAs                      BMs                      STAAR</p>	<p>Title 1 - #1, 2, 9</p> <p>Title 1-# 2, 3, 9</p>

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Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and how the domains are calculated.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds	August 2019- July 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teaching staff will be trained on how to unpack the TEKS for all grade levels and content areas.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan)	Local Funds 199	August 2019- July 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Collaborative Learning Communities (CLCs) will be scheduled 2-3X weekly in elementary schools for unpacking the TEKS and lesson plan collaboration	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Title 1 211, Local Funds 199	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8



**Aida C. Escobar Elementary 2019 - 2020**

**Focus Area 1: Student Achievement, CCMR Graduation Rate**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 School wide Components</b>
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each index per student/per subpopulation group	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Local Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers	Title 1, Local Funds 199	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teachers will receive training in the areas of, Reading, Math, Writing and Science by the following consultants: <ul style="list-style-type: none"> <li>• DMR Consultants</li> <li>• Sharon Wells</li> <li>• Bill McDonald</li> <li>• Gretchen Bemabi</li> <li>• Lead4ward</li> <li>• Dual Language Training</li> <li>• District Coordinators</li> <li>• District CLL</li> <li>• Campus CLL &amp; CLF</li> <li>• Pearitized Math Training</li> <li>• Step up to TEKS Wkshp.</li> <li>• Book Study-New Teachers</li> <li>• "Fundamental Five"</li> <li>• Rogelio Gomez Jr.-Science</li> <li>• Forde Ferrier, LLC.</li> <li>• Summit K-12</li> </ul>	Consultants District Coordinators	Local Funds 199  Title I	August 2019- July 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

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Focus Area 1: Student Achievement, CCMR Graduation Rate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><b>Math, Reading, Writing – ELL, Hispanic, Special Education</b></p> <ul style="list-style-type: none"> <li>• Conceptual Refinement</li> <li>• Specialized vocabulary enrichment</li> <li>• word walls</li> <li>• visual aids</li> <li>• overlays</li> <li>• Frayer Model</li> <li>• Thinking Maps</li> <li>• Anchor Charts</li> <li>• In class Support</li> <li>• Visual Schedule</li> <li>• Manipulatives</li> <li>• Bilingual Pairs</li> <li>• CIF strategies</li> <li>• ELPS</li> <li>• Story/Selection Maps</li> <li>• Reflective Journal Writing</li> </ul>	<p>Highly Qualified Teachers</p>	<p>Title 1 211, Local Funds 199, Bilingual Funds Poster maker</p>	<p>August 2019- May 2020</p>	<p>Lesson Plans Walk Through McRel Evaluations</p>	<p>Increased Student Progress for all students to include ELL, Hispanic and Special Education population as measured on CBAs, BMs, STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS, Weekly Assessments</p>	<p>Title 1 - #3, 4, 8</p>

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Focus Area 3: Closing the Achievement Gaps

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 School Wide Components
<p>1. Include supplemental aids, ELPs strategies in Reading, Math, Writing and Science to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Nonlinguistic Representation Activities</li> <li>• Frayer model</li> <li>• Interactive Word Walls</li> <li>• Thinking Maps</li> <li>• Graphic Organizers</li> <li>• Imagine Learning</li> <li>• Lexia</li> <li>• Think through Math</li> <li>• TPRI/Tejas LEE Intervention Strategies</li> <li>• Inclusion/Resource</li> <li>• Self-Contained</li> <li>• Activity Folds</li> <li>• Content &amp; Reflective Journals</li> <li>• Story &amp; Selection Maps</li> </ul>	<p>Principal (Mrs. C. Espinoza) AP (Mrs. Y. Galvan) Highly Qualified Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>August 2019- May 2020</p>	<p>Strategies embedded in the campus lesson plans.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMS, STAAR, TELPAS, STAAR ALT, STAAR A</p>	<p>Title 1 #2, 3, 9</p>

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Focus Area 3: Closing the Achievement Gaps

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide training for all staff members on TEKS analysis to determine depth and complexity of each student expectation.	Principal (Mrs. C. Espinoza) A.P. (Mrs. Y. Galvan)	Local Funds, Title 1 Funds	August 2019- May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II F.R. Phase on STAAR	CBAs, BMs, STAAR, TELPAS, STAAR A, STAAR ALT, STAAR L	Title 1 - #2, 3, 4, 8
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal (Mrs. C. Espinoza) A.P. (Mrs.Y. Galvan)	Local Funds, Title 1 Funds	August 2019- May 2020	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, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Highly Qualified Teachers	Local Funds, Title 1 Funds	August 2019- May 2020	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, STAAR A, STAAR ALT, STAAR L	Title 1 - - #2, 3, 4, 8

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**Focus Area 4: Family and Community Involvement**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School Wide Components
<p>Parent meetings geared toward knowledge of standardized testing.                      Host an Open House.                      Meet the Teacher Night.                      Curriculum Night.</p>	<p>Principal (Mrs. C. Espinoza)                      Assistant Principal-Mrs. Y. Galvan                      Counselor-Mr. G. Olvera                      Parent Educator</p>	<p>Local Funds,                      Title I Funds</p>	<p>August 2019-                      May 2020</p>	<p>Sign-in Sheets                      Progress Reports                      Telephone Logs</p>	<p>Parent Surveys                      Increased Parental Involvement</p>	<p>TPR/Tejas Lee                      M-Class                      STAAR                      Parent Meetings                      Attendance                      Monthly Activity Reports</p>	<p>Title I- #4, #6</p>
<p>PAC Meetings.                      Parent Orientations.                      SSI                      Title I</p>	<p>Principal (Mrs. C. Espinoza)                      Assistant Principal-Mrs. Y. Galvan                      Counselor-Mr. G. Olvera                      Parent Educator</p>	<p>Title I Funds</p>	<p>August 2019-                      May 2020</p>	<p>Sign-in Sheets,</p>	<p>Parent Surveys</p>		<p>Title I- #4, #6</p>

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**Focus Area 4: Family and Community Involvement**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Inform parents about after school tutoring programs with Boys & Girls Club	Parent educator Teachers		May 2020	Flyers, Brochures			

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**Focus Area 4: Family and Community Involvement**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide opportunities for parents/students to participate in community activities (Kinder-5 <sup>th</sup> ).	Music Teacher-Mr. Vallejo Teachers		May 2020	Volunteer sign-in	Tally of Volunteer hours		
Partner with High School and Middle School to engage students in the community	Counselor-Mr. G. Olvera Principal (Mrs. C. Espinoza)	Local Funds, Title I Funds Staff Donations	May 2020	Registration forms, Projects Participation Forms	Permission Slips Participation		Title I-#9

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Focus Area 5: Technology							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Provide physical support for instructional staff .</p> <p>Purchase computers, printers and Supplies for computers (keyboards, mouses, mouse pads, toners, ink cartridges, drums and headphones)</p> <p>Purchase Adobe Acrobat Pro DC License</p> <p>To purchase Ink Cartridges and Staples for printers/copiers.</p> <p>Pay for 2 Canon Copiers to prepare instructional materials for student use</p> <p>Pay for Copy overages</p> <p>Purchase Amplification System – Red Cat Units with the Redmike</p> <p>Purchase Batteries for Redmikes</p> <p>Purchase Living with Science Site License. ( Online Program for student use.)</p> <p>Computer on Wheels</p> <p>Chrome Books</p> <p>IPADs and hardcovers</p>	<p>CIT- Ms. V. Rangel</p> <p>Principal - Mrs. C. Espinoza</p> <p>A.P. - Mrs. Y. Galvan</p> <p>Principal - Mrs. C. Espinoza</p> <p>A.P. - Mrs. Y. Galvan</p>	<p>Software, hardware, and professional development Title I</p> <p>Local Funds, T-1, SCE Funds,</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p> <p>Aug 2019- July 2020</p>	<p>Increased number of teachers using technology .</p> <p>Increase in the number of participant in technology trainings .</p> <p>Results of Technology Integration Surveys .</p> <p>Increase in the number of students using technology .</p>	<p>Increased teacher knowledge and proficiency in software use.</p> <p>Increase technology, math, reading, science &amp; writing skills</p> <p>Ongoing</p>		
<p>Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology.</p>	<p>Information Technology Integration Specialist- Senyda Elizondo</p> <p>Technology Director- Danny Saenz</p> <p>Principal (Mrs. C. Espinoza)</p>	<p>Software, hardware, and professional development</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level.</p> <p>Increase in the number of participants in campus based technology sessions</p>	<p>More technology projects in core classes.</p> <p>Instructional Technology Department reviews.</p>		64



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Focus Area 5: Technology

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
The school librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students. Campus CIT will provide teacher trainings twice a month	Librarian-Mrs. M. Robles CIT – Mrs. V. Rangel	Accelerated Reader Software Technology Training Items	August 2019- May 2020	AR reports from campus Technology Reports	Improved scores in reading, math and Science	Increase in the participation and scores on the AR program	Title I- #1, #2, #6
The school librarian will provide information of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Librarian-Mrs. M. Robles Teachers	Destiny Software, Tumble Books Capstone	August 2019- May 2020	usage reports from the AR system.	Increase in the number of students using the AR system.	Review of AR Reports	Title I- #1, #2, #6

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**Focus Area 5: Technology**

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

**Aida C. Escobar Elementary 2019 - 2020**

**Focus Area 5: Technology**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Support computer assisted instruction in computer labs and classroom settings.	Campus Lab Manager- Ms. Crystal Valle Sci. Lab manager- Ms. Hernandez	Learning.com iStation Think Through Math Living with Science Imagine Learning Summit K-12	Ongoing. This is a regular service that is provided to our campus	Imagine Learning usage reports. Learning.com, iStation, Think Through Math, Living with Science	Increase in student achievement (raise STAAR scores).	Usage Reports	Title I- #2
Teachers dedicate at least 30 minutes a week for Technology TEKS instruction (learning.com)	Principal (Mrs. C. Espinoza) Campus Lab Manager- Ms. Crystal Valle Teachers	Learning.com, Instructional Technology Labs	August 2019- May 2020	LAB usage logs	-		Title I- #2

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Training for teachers on student referral protocols, de-escalation and restorative practices	Principal -Mrs. C. Espinoza Counselor- Mr. G. Olvera	Local Funds	August 2019- Ma 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera	Local Funds	August 2019- May 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10
Training on Multi-tiered Systems Of Support For Behavior MTSS-B	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan	Local Funds	August 2019- May 2020	MTSS-B Matrixes	Decrease in discipline referrals, ISS, OSS	Side by side data analysis	Title 1--#10

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Assist teachers with individual student needs ( medical, dental, vision and hearing services)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-coordinate with social services agencies</li> <li>-provide referral for services</li> </ul>	<p>Director of Health Services- Sulema Flores</p> <p>Campus Nurse- Ms. M. Martinez</p>	<ul style="list-style-type: none"> <li>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</li> </ul>	<p>August 2019- May 2020</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>-Increase use of national clinical guidelines for asthma by health care providers.</li> <li>-Improve communication between schools, clinics and parents.</li> <li>-Ensure that all staff , with an asthmatic child is notified about asthma symptoms, triggers and resources</li> </ul>	<p>Director of Health Services- Sulema Flores</p> <p>Campus Nurse- Ms. M. Martinez</p>	<ul style="list-style-type: none"> <li>-National Asthma Education and Prevention Program</li> <li>-Asthma and Allergy Foundation of America</li> <li>-Local health care providers</li> <li>-Rio Grande Regional Host Asthma and Diabetic screening Project Adam</li> <li>Texas Imaging</li> </ul>	<p>August 2019- May 2020</p>	<p>Created a hotspot map (asthma action plan) 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>

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps: -Continued use of the bullying/suicide box</p>	<p>Director of Health Services-Sulema Flores Counselor-Olvera</p> <p>Campus Nurse- Ms. M. Martinez</p>	<p>PSJA LPC Health Services</p>	<p>August 2019- June 2020</p>	<p>Counseling sessions</p>	<p>Less Bullying Incidents</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Increase the safety of all students and staff</p> <p>Action Steps: -The Emergency Response Plan/Team will be revised and modified annually</p>	<p>Director of Health Services-Sulema Flores</p> <p>Campus Nurse- Ms. M. Martinez</p>	<p>-Emergency medical services from Pharr, San Juan and Alamo</p>	<p>August 2019- June 2020</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Emergencies are taken care of in a timely manner.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

**Aida C. Escobar Elem. 2019 - 2020**

**Focus Area 7: School Culture and Climate**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 School Wide Components</b>
-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	Director of Health Services-Sulema Flores Campus Nurse- Ms. M. Martinez	-Texas Tropical Behavioral Centers -Police Departments	August 2019-May 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for violent or emotional behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	Director of Health Services-Sulema Flores Campus Nurse- Ms. M. Martinez	-Athletic Department LPC-Ms. Marisol Perez Behavior Strategist-Ms. Ana	August 2019-June 2020	Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>- Emphasize exercise and nutrition for the development of healthy lifestyle choices in students.</li> <li>-SHAC along with coaches will constantly try to improve amount of physical activity in school setting.</li> <li>-Develop policies that support healthy eating and physical activities.</li> <li>-Become a Healthy USA School and complete the challenge.</li> <li>-Provide public awareness, provide educational materials and appropriate referrals.</li> <li>- Control school for STEPS</li> </ul>	<p>-Director of Health Services-Sulema Flores</p> <p>Campus Nurse- Ms. M. Martinez</p> <p>Parent Educator- Ms. Espinoza</p>	<p>-Child nutrition department</p> <p>-Coaching staff</p> <p>-Dietician DHR school based clinic</p> <p>Parent Educator</p>	<p>August 2019- June 2020</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>



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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of impact	Formative/ Summative	Title 1 School Wide Components
Conducting weekly security/safety audits of all classrooms.	Security and Safety Department	Local Funds	August 2019-May 2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
MTSS-B in place throughout campus	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera Teachers Support Staff	Local Funds	August 2019-May 2020	MTSS-B Matrix	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown and fire drill procedures	Principal -Mrs. C. Espinoza Asst. Principal-Mrs. Y. Galvan Counselor-Mr. G. Olvera	Local Funds	August 2019-May 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal -Mrs. C. Espinoza Assistant: Mrs. Y. Galvan Counselor: Mr. Olvera	Local Funds	August 2019- June 2020	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -School Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal -Mrs. C. Espinoza Assistant: Mrs. Y. Galvan Counselor: Mr. Olvera	Local Funds	August 2019- June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

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Focus Area 7: School Culture and Climate

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Review attendance</p> <ul style="list-style-type: none"> <li>School messenger</li> <li>Staff calls parents on a daily basis</li> </ul>	<p>PEIMS Clerk-Lydia Cavazos</p>	<p>Local Funds</p>	<p>August 2019-May 2020</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report On pointe data base</p>	<p>Texas Academic Report Card PBM District improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Provide consistent student support and guidance through campus personnel to ensure student academic success.</p>	<p>Counselor- Mr. G. Olvera Teachers</p>	<p>Local Funds</p>	<p>August 2019-May 2020</p>	<p>School Community Liaison Program Personnel eSchool Data Weekly Attendance Folders Parent Contact</p>	<p>Increase in student achievement Pk-5 Decrease in ARP enrollment</p>	<p>eSchool Cognos Reports</p>	<p>Title 1--#10</p>

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Focus Area 8: Staff Quality, Recruitment and Retention

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

**Focus Area 8: Staff Quality, Recruitment and Retention**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Principal will train an interviewing committee for possible hires.	Principal -Mrs. C. Espinoza	Principal generated questioner	Fall-Spring	<ul style="list-style-type: none"> <li>Improved staff selection</li> <li>Improvement of documentation of staff</li> </ul>	Improve the quality of teachers therefore improving student learning	<ul style="list-style-type: none"> <li>Hiring of better teachers</li> <li>Better documentation of staff not meeting performance standards</li> </ul>	Title 1-#3, #5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
On-going professional development of District Curriculum	Director Department Instructional Coaches	Local funds	August 2019-May 2020	Sign-in sheets for curriculum development and revisions	Improve implementation of curriculum and alignment PD goals	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
Instructional coaching support <ul style="list-style-type: none"> <li>New teachers</li> <li>Other teachers needing support</li> </ul>	Director Department Instructional Coaches	Local funds	August 2019-May 2020	Sign-in Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4 and #8