



**Campus Improvement Plan
2019 - 2020
Vida N. Clover Elementary**

Board Approved:

Mission Statement

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

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

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Title I, Part A

School wide Components:

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

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-19 STAAR District 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. Teacher Certifications
9. TELPAS Scores
10. Technology Inventories
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

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

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 11%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 21%.
- In Writing, the achievement gap between SpEd and All students 2018-2019 is 41%.
- In Science, the achievement gap between SpEd and All students 2018-2019 is 6%.

Personnel Needs:

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

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

Strengths:

- In STAAR Reading, the passing rate for Sp. Ed students at Clover Elementary was 67%.
- STAAR results only include special education students who took the STAAR exam. STAAR A and STAAR Alt 2 are not reflected on this report.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Hispanics:

Strengths:

- The Reading for Hispanic students at Clover Elementary was 78%, same as the All Student category.
- The Writing passing rate for Hispanic students at Clover Elementary was 71%, 1 percentage point higher than the All Student category.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2018-2019 is 0% (same).
- In Mathematics, the achievement gap between ELL and All students 2018-2019 is 0 (same).
- In Writing, the achievement gap between ELL and All students 2018-2019 is +1%.
- In Science, the achievement gap between ELL and All students 2018-2019 is 1%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

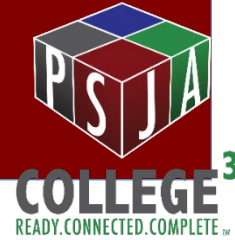
English Language Learners (ELL):

Strengths:

On the STAAR exam:

- The Reading passing rate for ELL students at Clover Elementary was 66%, 10 points lower than the All Students category.
- The Mathematics passing rate for ELL students at Clover Elementary was 80%, 4 points lower than the All Students category.
- The Writing passing rate for ELL students at Clover Elementary was 68%, 2 points lower than the All Students category.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

Economically Disadvantaged

The following sources from across our campus were used to review the Economically Disadvantaged data by the Campus Performance Objectives Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 1%.
- In Writing, the achievement gap between Eco Dis and All students 2018-2019 is 2%.
- In Science, 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 Clover Elementary was 77%.
- The Math passing rate for ELL students at Clover Elementary was 80%.
- The Writing the passing rate for Eco Dis students at Clover Elementary was 68%.

Pre-K CPALS Comprehensive Needs Assessment

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> • Listening • Words in a sentence • Rapid letter naming 	<ul style="list-style-type: none"> • Alliteration • Rapid Vocabulary • Rhyming 2 	<ul style="list-style-type: none"> • Rhyming 2 • Rapid Vocabulary
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> • Words in a sentence • Alliteration • Rapid letter 	<ul style="list-style-type: none"> • Alliteration • Onset Rime 	<ul style="list-style-type: none"> • Rhyming 1
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> • Listening • Words in a sentence • Rapid letter 	<ul style="list-style-type: none"> • Alliteration • Rhyming 2 • Onset Rime 	<ul style="list-style-type: none"> • Rhyming 2 • Rapid Vocabulary
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood Schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent liaison district level and campus • Parent Centers • Business Partners • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels

Pre-K CPALS Comprehensive Needs Assessment

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

Kinder Comprehensive Needs Assessment - TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> Blending word parts Letter name identification Letter sound linking Book and print awareness 	<ul style="list-style-type: none"> Deleting Final Sounds Deleting Initial Sounds 	<ul style="list-style-type: none"> Deleting Final Sounds Deleting Initial Sounds
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> Book and print awareness 	<ul style="list-style-type: none"> Deleting Final Sounds 	<ul style="list-style-type: none"> Deleting Final Sounds
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> Blending word parts Letter sound linking Book and Print Awareness 	<ul style="list-style-type: none"> Deleting Final Sounds Deleting Initial Sounds 	<ul style="list-style-type: none"> Deleting Final Sounds Deleting Initial Sounds
4	Family and Community Involvement	<ul style="list-style-type: none"> Neighborhood Schools New buildings/renovations Communication in both English and Spanish Elementary parent involvement is high Parent liaison district level and campus Parent Centers Business Partners IHE Partnerships 	<ul style="list-style-type: none"> Secondary parent involvement is low Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> Create opportunities for parents to receive postsecondary training/education Initiate parent academic conferences at all levels

Kinder Comprehensive Needs Assessment - TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

Kinder Comprehensive Needs Assessment – Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> • Identificación de las letras • Unión de los sonidos • Reconocimiento de letra impresa • Conocimiento de rimas 	<ul style="list-style-type: none"> • Unión de las sílabas • Reconocimiento de las palabras 	<ul style="list-style-type: none"> • Reconocimiento de las palabras
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> • Conocimiento de rimas 	<ul style="list-style-type: none"> • Unión de los sonidos • Conocimiento de las palabras • Identificación del sonido inicial 	<ul style="list-style-type: none"> • Conocimiento de las palabras • Unión de los sonidos
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> • Unión y segmentación de sílabas • Identificación de sonido inicial • Unión de los sonidos 	<ul style="list-style-type: none"> • Conocimiento de rimas 	<ul style="list-style-type: none"> • Conocimiento de los sonidos • Conocimiento de rimas
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood Schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent liaison district level and campus • Parent Centers • Business Partners • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels

Kinder Comprehensive Needs Assessment – Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

1st Grade Comprehensive Needs Assessment -TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> Blending Word Parts Initial Consonants 	<ul style="list-style-type: none"> Word Reading (Set 2) Word Reading (Set 3) Initial Blends Final Blends 	<ul style="list-style-type: none"> Initial Blends Final Blends Word Reading (Set 3) Word Reading (Set 4) Deleting Final Sounds
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> Blending Word Parts Initial Consonants Final Consonants 	<ul style="list-style-type: none"> Word Reading (Set 1) Word Reading (Set 2) 	<ul style="list-style-type: none"> Deleting Final Sounds Word Reading (Set 3) Word Reading (Set 4)
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> Middle Vowels Initial Consonants Middle Consonants 	<ul style="list-style-type: none"> Deleting Final Sounds Deleting Initial Sounds Final Blends Initial Blends 	<ul style="list-style-type: none"> Initial Blends Final Blends
4	Family and Community Involvement	<ul style="list-style-type: none"> Neighborhood Schools New buildings/renovations Communication in both English and Spanish Elementary parent involvement is high Parent liaison district level and campus Parent Centers Business Partners IHE Partnerships 	<ul style="list-style-type: none"> Secondary parent involvement is low Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> Create opportunities for parents to receive postsecondary training/education Initiate parent academic conferences at all levels

1st Grade Comprehensive Needs Assessment-TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

1st Grade Comprehensive Needs Assessment-Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Identificacion de sonido inicial y final 	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Identificacion de sonido inicial y final 	<ul style="list-style-type: none"> • Omision del sonido inicial y final
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> • Identificacion de sonido inicial y final 	<ul style="list-style-type: none"> • Omision del sonido inicial y final • Union y segmentacion de los sonidos 	<ul style="list-style-type: none"> • Union y segmentacion de los sonidos
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> • Identificacion de sonido inicial y final 	<ul style="list-style-type: none"> • Omision del sonido inicial y final 	<ul style="list-style-type: none"> • Dictado
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood Schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent liaison district level and campus • Parent Centers • Business Partners • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels

1st Grade Comprehensive Needs Assessment-Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

2nd Grade Comprehensive Needs Assessment-TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> Spelling (Set 1) Word Reading (Set 1) Word Reading (Set 2) Word Reading (Set 3) Word Reading (Set 4) 	<ul style="list-style-type: none"> Spelling (Set 2) Spelling (Set 4) 	<ul style="list-style-type: none"> Spelling (Set 2) Spelling (Set 4)
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> Spelling (Set 1) Spelling (Set 3) Word Reading (Set 4) 	<ul style="list-style-type: none"> Word Reading (Set 1) Word Reading (Set 3) Word Reading (Set 4) 	<ul style="list-style-type: none"> Spelling (Set 2) Spelling (Set 4)
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> Word Reading (Set 1) Word Reading (Set 2) Word Reading (Set 3) Word Reading (Set 4) 	<ul style="list-style-type: none"> Spelling (Set 2) Spelling (Set 4) 	<ul style="list-style-type: none"> Spelling (Set 4)
	Family and Community Involvement	<ul style="list-style-type: none"> Neighborhood Schools New buildings/renovations Communication in both English and Spanish Elementary parent involvement is high Parent liaison district level and campus Parent Centers Business Partners IHE Partnerships 	<ul style="list-style-type: none"> Secondary parent involvement is low Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> Create opportunities for parents to receive postsecondary training/education Initiate parent academic conferences at all levels

2nd Grade Comprehensive Needs Assessment-TPRI

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

2nd Grade Comprehensive Needs Assessment-Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> • Reconocimiento de Palabras • Lectura (Cuento 1) • Lectura (Cuento 2) • Comprension (Cuento 2) • Dictado 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Comprensio (Cuento 1) 	<ul style="list-style-type: none"> • Average WPM (Fluency)
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> • Reconocimiento de Palabras • Lectura (Cuento 1) • Lectura (Cuento 2) • Comprension (Cuento 2) 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Comprensio (Cuento 1) 	<ul style="list-style-type: none"> • Average WPM (Fluency)
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> • Reconocimiento de Palabras • Lectura (Cuento 1) • Lectura (Cuento 2) • Comprension (Cuento 2) 	<ul style="list-style-type: none"> • Average WPM (Fluency) • Comprensio (Cuento 1) 	<ul style="list-style-type: none"> • Average WPM (Fluency)
4	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood Schools • New buildings/renovations • Communication in both English and Spanish • Elementary parent involvement is high • Parent liaison district level and campus • Parent Centers • Business Partners • IHE Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low average of parents with high school diplomas and/or low postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Initiate parent academic conferences at all levels

2nd Grade Comprehensive Needs Assessment-Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

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

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement	<ul style="list-style-type: none"> 3rd Grade Math (91 %) 3rd Grade Reading - Eng. (92 %) 5th Grade Reading – Eng. (86 %) 5th Grade Reading – Span. (93 %) 5th Grade Math (93 %) 5th Grade Science (90 %) <p>Mastery of 80 % or Higher</p>	<ul style="list-style-type: none"> 3rd Grade Reading – Span. (70 %) 4th Grade Reading – Eng. (77 %) 4th Grade Reading – Span. (56 %) 4th Grade Math (77 %) 4th Grade Writing – Eng. (74 %) 4th Grade Writing – Span. (72 %) <p>Mastery of 79 % or Lower</p>	<ul style="list-style-type: none"> 4th Rdg. – Span. (56 %) 3rd Rdg. – Span. (70 %) 4th Rdg. – Eng. (77 %) 4th Rdg. – Span. (56 %) 4th Math (77 %) 4th Writing–Eng.(74 %) 4th Writing–Span(72 %) <p>SMART Goal: 80 % or Higher</p>
2	Student Progress, Academic Growth, Relative Performance	<ul style="list-style-type: none"> 5th Reading and Math in Spanish 	<ul style="list-style-type: none"> 4th/5th-Domain of 61 (58 – F) 4th/5th-Domain of 66 (65 – D) 	<ul style="list-style-type: none"> 4th/5th-Domain of 61 4th/5th-Domain of 66
3	Changing the Achievement Gaps	<ul style="list-style-type: none"> Academic Achievement (14/14) Student Achievement Domain (7/7) English Language Proficiency Status (49%) (1/) 	<p>Academic Growth (2/12)</p> <ul style="list-style-type: none"> 4th/5th-Domain of 61 (58 – F) 4th/5th-Domain of 66 (65 – D) 	<ul style="list-style-type: none"> Non-Continuously Enrolled (Math-46%) 4th/5th-Domain of 61 4th/5th-Domain of 66 <p>Growth in Math & Reading</p>
4	Family and Community Involvement	<ul style="list-style-type: none"> School is welcoming and parental involvement/presence is up from prior years (1st in district with parent meetings held) 	<ul style="list-style-type: none"> More school activities to attract more parent 	<ul style="list-style-type: none"> More school activities to attract more parent

2nd Grade Comprehensive Needs Assessment-Tejas LEE

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students, teachers, and staff 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure; and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase online resource use
6	Increase Learning Time	<ul style="list-style-type: none"> • More time for instruction 	<ul style="list-style-type: none"> • Intentional planning time 	<ul style="list-style-type: none"> • Structure the planning
7	School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Most of the staff sponsors a club • Customer Service • College for ALL mindset 	<ul style="list-style-type: none"> • Increase student attendance • More collaboration among grade-levels • Decrease in student enrollment 	<ul style="list-style-type: none"> • Build public relations • Improve communication among staff
8	Staff Quality, Recruitment and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • McREL Evaluation Tool 	<ul style="list-style-type: none"> • Retain effective teachers 	<ul style="list-style-type: none"> • Increase student enrollment

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	522	269	253	43	219	0	2	13	491	18	0
Percent	100	51.5	48.5	8.2	42.0	0	0.4	2.5	94.1	3.4	0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	522	518	0	0	2	2
Percent	100	99.2	0	0	0.4	0.4

CAMPUS DEMOGRAPHICS



Total Enrollment – 522

Total Number of Classrooms – 28

Percent	Clover	PSJA ISD	STATEWIDE
Hispanic	99.2%	99.6%	N/A
Economically Disadvantaged	94.1%	86.8%	N/A
ELL	42.0%	69.2%	N/A

Student Achievement Summary 2019



All Students Performance Rates	Performance Target 2020		Clover	Goals 2020
Reading	90		79	85
Math	90		90	93
Writing	90		73	80
Science	90		90	93

Student Achievement Summary 2019



ELL Current & Monitored Performance Rates	Performance Target 2020		Clover	Goals 2020
Reading	90		68	73
Math	90		82	87
Writing	90		69	74
Science	90		89	94

Student Achievement Summary 2019



Special Ed Performance Rates	Performance Target 2020		Clover	Goals 2020
Reading	90		67	72
Math	90		63	72
Writing	90		29	70
Science	90		78	83

Student Achievement Summary 2019



ECO Dis Performance Rates	Performance Target 2020		Clover	Goals 2020
Reading	90		77	82
Math	90		83	88
Writing	90		68	73
Science	90		85	90

2019-2020 Campus Goals

- The following charts do not reflect the State Accountability results because they include campus data collected from all of the assessments that the state will use for the state accountability ratings in 2018-2019 (STAAR, STAAR A, STAAR ALT 2, STAAR L), including the mathematics 3-5, and all populations. During the 2016-2018 school year, the STAAR A, and STAAR Alt 2, as well as the mathematics 3-5 were excluded.
- This will allow us to analyze our needs and set attainable goals for the 2019-2020 school year.

2019-2020 Campus Goals

- Focus Area 1 - Student Achievement
- Focus Area 2 - School Progress, Academic Growth, Relative Performance
- Focus Area 3 - Closing the 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

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>READING- ALL STUDENTS</u> Implement a Quality TEKS aligned instructional reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019- May 2020	Lesson plans	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds	June 2019 – July 2020	Lesson Plans Attendance	Student achievement gains, S.S.I 5 th , Progress Reports (PreK & Kinder)	STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR. Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug. 2019– May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains, Progress Reports, Report Cards	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3

Focus Area 1: Improve Student Academic Achievement

Clover Elementary

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>READING- ALL STUDENTS</u> Implement a Quality TEKS aligned instructional reading curriculum to meet the needs of all students.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019- May 2020	Lesson plans	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds	June 2019 – July 2020	Lesson Plans Attendance	Student achievement gains, S.S.I 5 th , Progress Reports (PreK & Kinder)	STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR. Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug. 2019– May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains, Progress Reports, Report Cards	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<u>READING- ALL STUDENTS</u> Implement a Quality TEKS aligned instructional reading curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019- May 2020	Lesson plans	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds	June 2019 – July 2020	Lesson Plans Attendance	Student achievement gains, S.S.I 5 th , Progress Reports (PreK & Kinder)	STAAR Assessment	Title 1 - #2, 3, 9
Utilize the TEKS to guide instruction and prepare for STAAR. Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug. 2019– May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains, Progress Reports, Report Cards	Weekly assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1, 3

Focus Area 1: Improve Student Academic Achievement

Clover Elementary

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Daily review of Phonemic Awareness, Word Attack Strategies, Fluency <ul style="list-style-type: none"> • Echo • Choral • Share Interactive word walls Thinking Maps, AR Testing	Highly Qualified Teachers Paraprofessionals	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Progress Monitoring /Intervention Reports Lesson Plans Action Plan	Student achievement gains Fluency Charts Running Records AR Reports Sight Word Monitoring Forms	TPRI / Tejas Lee Circle Assessments DRA AR Testing	Title 1 - #1, 2, 3
<u>MATH –ALL STUDENTS</u> Implement a TEKS aligned math curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson plans	Progress Monitoring, CBA Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR,	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers / Tutors	Local Funds, Title 1 Funds	Aug. 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
Provide reinforcement during extended school year instruction for eligible students	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	June 2018 – July 2020	Lesson Plans Attendance	Student achievement gains, SSI 5 th , Progress Reports (Prek & Kinder)	Weekly and STAAR Assessment	Title 1 - #2, 3, 9

Focus Area 1: Improve Student Academic Achievement

Clover Elementary

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>MATH –ALL STUDENTS</u> Utilize the TEKS to guide instruction and prepare for STAAR – Unpack TEKS</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson Plans Action Plan	Benchmark scores, student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<p>Enhance Math Curriculum</p> <ul style="list-style-type: none"> • Frogstreet PK • Pearlized Math Kinder & 1st • Sharon Wells 1st – 5th • Mentoring Mnds • TTM • CIF • Manipulatives 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson Plans Action Plan Tutoring plans	Mastery of Math TEKS	Daily/Weekly assessments	Title 1-#1, 3, 9
<p><u>Writing –ALL STUDENTS</u> Implement a research based TEKS aligned writing curriculum to meet the needs of all students.</p>	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug. 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

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>Writing –ALL STUDENTS</u></p> <p>Implement the following writing strategies</p> <ul style="list-style-type: none"> • Bill McDonald Writing Strategies • Gretchen Bernabi Writing strategies • Daily Journal Writing • Probe Writing • Guided Writing • Open-ended prompt • Interactive Writing • Write from the Beginning 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 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

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Science –ALL STUDENTS Implement TEKS aligned science curriculum to meet the needs of all students.	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE Funds	Aug. 2019– May 2020	Lesson plans	Benchmark scores, student achievement gains	Weekly Assessments, CBAs, BMs, STAAR, mini assessments	Title 1- #2, 3, 5, 9
Tutor or provide reinforcement during extended school day in identified area of need	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Tutoring/Intervention Lesson Plans Attendance Action Plan	Progress Monitoring CBA, Benchmark scores, student achievement gains	Weekly Assessments CBAs, BMs, STAAR	Title 1- #2, 3, 5, 9
Utilize the TEKS to guide instruction and prepare for STAAR – Unpack TEKS	Highly Qualified Teachers	Local Funds, Title 1 Funds, SCE funds	Aug. 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) materials for experiments Students gain knowledge of sustainable living in planting a organic vegetable garden and study different methods used through out history. Green house, sustainability, composting organic cultural economics and recycling	Highly Qualified Science Lab Teacher teachers	Local Funds, Title 1 Funds Title I funds	Aug. 2019– Aug 2020 Aug 2018- Aug 2020	Lesson Plans Action Plan Lesson plans Action plans	Benchmark scores, student achievement gains Vegetable gardens	Weekly assessments, CBAs, BMs, STAAR Mini assessment Student reports Vegetable gardens	Title 1-#1, 3 Title I

Focus Area 1: Improve Student Academic Achievement

Clover Elementary

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Implement C.H.I.A strategy, TX Fusion, Science Saurus, Mentoring Minds	Highly Qualified Science Lab Teacher	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson Plans Action Plan	Benchmark scores, Student achievement gains	Weekly assessments, CBAs, BMs, STAAR	Title 1-#1, 3
<u>Social Studies–ALL STUDENTS</u> Embedded in District, Reading Guidelines	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson plans Reading Guidelines	Student achievement gains	Weekly Assessments	Title 1- #2, 3, 5
Research Centers <ul style="list-style-type: none"> • Maps and Globes • Historical Literature • Biographies • Community Roles • Current Events 	Highly Qualified Teachers	Local Funds, Title 1 Funds	Aug. 2019– May 2020	Lesson plans	Student achievement gains	Weekly Assessments, Rubrics	Title 1- #2, 3, 5

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress including all sub-populations toward meeting state passing standards in 2019-2020.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Curriculum Based Assessments will be administered to all students including all sub population in the areas of Reading, Math, Writing and Science.</p> <ul style="list-style-type: none"> • Weekly test • A.R. Tests • CBAs (Six Weeks) • Benchmarks (Semester) • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • Circle Assessments • Wave 1 • Wave 2 • Wave 3 	<p>Principal (Mr. G. Gracia) AP (Mrs. C. Telles) Highly Qualified Teachers / Tutors</p>	<p>Local Funds, Title 1 Funds</p>	<p>August 2019 - May 2020</p>	<p>Results of assessments</p>	<p>Achievement of Student Gains</p>	<ul style="list-style-type: none"> • Weekly • A.R. Tests • CBAs (Six Weeks) • Benchmarks • STAAR (Yearly) • TELPAS • TPRI/TEJAS LEE (B.O.Y., M.O.Y., E.O.Y.) • Circle Assessments • Wave 1 • Wave 2 • Wave 3 	<p>Title 1 - #1, 3</p>

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Purchase Supplemental Research Based Resources/Materials for all content areas (Reading, Math, Writing, Science and Social Studies) Rigby Books / Leveled Readers</p> <ul style="list-style-type: none"> • Curriculum Associates/ • STAAR Ready • Measuring Up • Forde Ferrier • Mentoring Minds • Examgen • STAAR Master • Kamico • Scholastic • Houghton Mifflin Hachett <p>Hire Certified Tutors Classroom Mag. Provide tutoring / Summer School intervention to all students as needed in all content areas. (Reading, Math Writing, and Science)</p>	<p>Principal (Mr. G. Garcia) AP (Mrs. C. Telles)</p> <p>Principal- Mr. G. Garcia AP- Mrs. C. Telles Highly Qualified Teachers / Tutors</p>	<p>Local Funds, Title 1 Funds SCE Funds</p> <p>Title 1 Funds Local Funds SCE Funds</p>	<p>August 2019 - May 2020</p> <p>Sept. 2019-May 2020</p>	<p>Results of assessments Lesson Plans</p> <p>Tutoring Attendance Forms Lesson Plans</p>	<p>Achievement of Student Gains</p> <p>Achievement of student gains</p>	<p>Progress Monitoring Charts</p> <p>Weekly Asses. CBAs BMs STAAR</p>	<p>Title 1 - #1, 2, 9 SCE</p> <p>Title 1-# 2, 3, 9 SCE</p>

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Teachers will be trained on the Accountability in Texas Schools and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Principal (Mr. G. Garcia) AP (Mrs. C. Telles)	Local Funds	Aug. 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 (Mr. G. Garcia) AP (Mrs. C. Telles) Instructional Coach	Local Funds	Aug. 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 data analysis, unpacking the TEKS and lesson plan collaboration	Principal (Mr. G. Garcia) AP (Mrs. C. Telles) Highly Qualified Teachers Instructional Coach	Title 1, Local Funds	August 2018-May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8

Objective 1: Curriculum will be vertically and horizontally aligned in 2019-2020 in all grade levels and content areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Principal (Mr. G. Garcia) AP (Mrs. C. Telles) HQ Teachers	Local Funds	August 2019-August 2020	Agendas and Sign-in Sheets	Benchmark scores, 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 (Mr. G. Garcia)AP (Mrs. C. Telles)HQ Teachers	Title 1, Local Funds 199	August 2019-August 2020	Agendas and Sign-in Sheets	Benchmark scores, achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8
Teachers will receive training in the areas of, Reading, Math, Writing and Science by the following consultants: <ul style="list-style-type: none"> • DMR Consultants • Sharon Wells • Pearlized Math • Irma D. Duran • Region I • In State Conference • Bill McDonald • Lead4ward • Dual Language Training • District Coordinators • Campus CIF Coach • Dr. Alice Bolt • La Toya Dansby • Judy Jackson • STAAR READY • STAAR Coach • Summit K12 • Teacher Created Materials • Empowering Writers • Forde-Ferrier 	Consultants District Coordinators Instructional Coach	Title 1, Local Funds 199	August 2019 - August 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #3, 4, 8 SCE

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p><u>Math, Reading, Writing, Science – ELL, Hispanic, Special Education</u></p> <ul style="list-style-type: none"> • Conceptual Refinement • Bilingual Centers • Specialized vocabulary enrichment • word walls • visual aids • Reading center • Frayer Model • Thinking Maps • Anchor Charts • In class Support • Visual Schedule • Manipulatives • Bilingual Pairs • CIF strategies • ELPS • Story/Selection Maps • Reflective Journal Writing • UTRGV Planetarium 	<p>Highly Qualified Teachers</p>	<p>Title 1, Local Funds, Bilingual Funds</p>	<p>Aug. 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>

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>1. Include supplemental aids, ELPS strategies in Reading, Math, Writing and Science to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> • Dictionaries • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps / WFTB • Graphic Organizers • Istation • Lexia • Think through Math • TPRI/Tejas LEE Intervention Strategies • Inclusion/Resource • Self-Contained • Content & Reflective Journals • Story & Selection Maps • ELPS • Paper • Copy Paper / Rental for Copiers • Toner for Printers • Atlas • Items for Science experiments • School supplies 	<p>Principal (Mr. G. Garcia) AP (Mrs. C. Telles) Highly Qualified Teachers</p>	<p>Title 1, Local Funds Title III, Special Ed</p>	<p>Aug. 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>

Focus Area 4: Family and Community Involvement

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Parent meetings geared toward knowledge of standardized testing Meet the Teacher Open House	Principal-Mr. G. Garcia Assistant Principal-Mrs. C. Telles Counselor-Mr. J. Martinez Parent Educator-Mrs. M. Robles	Local Funds, Title I Funds	August 2019-May 2020	Sign-in Sheets Progress Reports Telephone Logs Parent contact logs	Parent Surveys Increased Parental Involvement	TPRI/Tejas Lee Circle Assessments STAAR Parent Meetings Attendance Monthly Activity Reports	Title I- #4, #6
Parent Orientations SSI Purchase supplies and materials to enhance parental involvement	Principal-Mr. G. Garcia Assistant Principal-Mrs. C. Telles Counselor-Mr. J. Martinez Parent Educator-Mrs. M. Robles SSI Committee	Title I Funds	August 2019-May 2020	Sign-in Sheets,	Parent Surveys	SSI Forms	Title I- #4, #6

Focus Area 4: Family and Community Involvement

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Provide opportunities for parents/students to participate in community activities (Kinder-5 th).	Music Teacher-Mrs. L. Gomez Teachers	Extra Curricular Activity account	May 2020	Volunteer sign-in	Tally of Volunteer hours		Title I-5
Partner with High School and Middle School to engage students in the community	Dance Sponsor- J. Garza, M. Villarreal Counselor-Mr. J. Martinez Principal-Mrs. R. Diaz	Local Funds, Title I Funds Staff Donations	May 2020	Registration forms, Projects Participation Forms	Permission Slips Participation		Title I- #9

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
<p>Provide physical resource/support for instructional staff .</p> <ul style="list-style-type: none"> • Purchase Technology Resources / Hardware <ol style="list-style-type: none"> 1. Mimeo Projector / pens 2. ELMO Document Reader 3. Computers/ laptops 4. Chrome books 5. Tablets (iPad)(Surface Pro) 6. Tablet accessories 7. Headphones 8. Printers 9. Lamp bulbs 10. Interactive flat panels 	<p>CIT- Mrs. A. Torres</p>	<p>Software, hardware, and professional development Title 1, Local Funds</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available. 2019-2020</p>	<p>Increased number of teachers using technology . Increase in the number of participant in technology trainings . Results of Technology Integration Surveys . Increase in the number of students using technology .</p>	<p>Increased teacher knowledge and proficiency in software use. Increase student scores</p>	<p>Wayfind Survey</p>	<p>Title I- #4, #6</p>
<p>Provide resources and support for Campus Instructional Technologist to work directly with campuses to integrate technology into the curriculum</p>	<p>Information Technology Integration Specialist- Senyda Elizondo Technology Director- Danny Saenz Principal- Mr. G. Garcia Campus Instructional Technologist- Mrs. A. Torres</p>	<p>Software, hardware, and professional development Title 1, Local Funds</p>	<p>Ongoing. This is a yearly expense that will be increased every year as funds are available. 2019-2020</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>More technology projects in core classes. Increase student scores</p>	<p>Instructional Technology Department reviews.</p>	<p>Title I- #4, #6</p>

Focus Area 5: Technology

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
The school librarian will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Librarian – Lisa Garza	Accelerated Reader Software	2019-2020	AR reports from campus	Improved scores in reading AR Reports	Increase in the participation and scores on the AR program	Title I- #1, #2, #6
The school librarian will provide information of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Librarian – Lisa Garza Teachers	Destiny Software, Tumble Books Capstone	2019-2020	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

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

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

Focus Area 5: Technology

Clover Elementary

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

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

Focus Area 6: Increase Learning Time

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Longer instructional Day	Principal-Mr. G. Garcia Asst. Principal-Mrs. C. Telles Counselor-Mr. J. Martinez, CLL's, CLF's, Grade-Level CHair	Local	Aug. 2019- May 2020	Teacher Schedules to reflect longer instructional day	Increase Assessment Scores	Side by side data analysis	Title 1--#10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Assist teachers with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services-Sulema Flores Nursing Staff – E. Sustaita	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	Aug. 2019- May 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff , with an asthmatic child is notified about asthma symptoms, triggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers -Rio Grande Regional Host Asthma and Diabetic screening	Aug. 2019- May 2020	Created a hotspot map (asthma action plan) of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed	Less asthma related emergencies	Side by side data analysis	Title 1--#10

Focus Area 7: School Culture and Climate

Clover Elementary

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

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

Focus Area 7: School Culture and Climate

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
-Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services- Sulema Flores -Nursing Staff	-Texas Tropical -Behavioral Centers -Police Departments	Aug. 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 -Nursing Staff	-Athletic Department LPC-Dr. N. Ramos Behavior Strategist- Rudy Cantu	Aug. 2019- June 2020	Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1--#10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal: Mr. G. Garcia Assistant: Mrs. C. Telles Counselor: Mr. J. Martinez	Local Funds	Aug. 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 -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal: Mr. G. Garcia Assistant: Mrs. C. Telles Counselor: Mr. J. Martinez	Local Funds	Aug. 2019- June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application ARP Program ARP Committee	Increase of student attendance through daily, six weeks and yearly report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures. ARP Reports	Title 1--#10

Focus Area 7: School Culture and Climate

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Review attendance <ul style="list-style-type: none"> • School messenger • Staff calls parents on a daily basis • Reward Students at the end of the 6 wks. that have perfect attendance • Reward students weekly that have perfect attendance 	PEIMS Clerk- A. Villarreal Counselor- Mr. J. Martinez	Local Funds	Aug. 2019- May 2020	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report On pointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Counselor- Mr. J. Martinez Teachers	Local Funds	August 2019 - May 2020	School Community Liaison Program Personnel eSchool Data Weekly Attendance Folders Parent Contact	Increase in student achievement Pk-5 Decrease in ARP enrollment	eSchool Cognos Reports ARP Reports	Title 1--#10

Focus Area 8: Staff Quality, Recruitment, and Retention

Clover Elementary

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

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

Focus Area 8: Staff Quality, Recruitment, and Retention

Clover Elementary

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School Wide Components
Principal will train an interviewing committee for possible hires. Training on documentation of Personnel	Principal: Mr. G. Garcia	Principal questioner District Documentation Handbook	Fall-Spring	<ul style="list-style-type: none"> appropriate staff selection 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 Better documentation of staff not meeting performance standards 	Title 1--#3, #5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Instructional Coach Coordinator	Local funds	Aug. 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	Progress Monitoring CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
On-going professional development of District Curriculum	Instructional Grade Level Chairs Instructional Coach	Local funds	Aug. 2019- May 2020	Sign-In Sheets Coaching logs Coaching schedules	Improve implementation of curriculum and alignment	CBAs, BMs, STAAR, TELPAS	Title 1-- #1, #2, #3, #4
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Instructional Coach Coordinator Instructional Coach Grade Level Chairs	Local funds	Aug. 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