

Weslaco Independent School District
Cleckler-Heald Elementary
2024-2025 Campus Improvement Plan



Mission Statement

As the Right Choice, Cleckler-Heald Elementary delivers a complete educational experience grounded in social emotional learning, creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

Cleckler-Heald Elementary inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

Value Statement

Campus Goals

- 1. Provide high-quality, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.
- 2. Ensure a safe, secure, drug-free, technology-rich, and inviting environment which promotes high performance along the continuum of learning environments.
- 3. Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.
- 4. Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.
- 5. Facilitate strategic planning, management, accountability and transparent stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

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According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 80% are identified as Economically Disadvantaged, and 15% Bilingual.	7
Cleckler-Heald Elementary involves our community leaders during special events, such as Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee and other different school events.	7
The students of Cleckler-Heald Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the three assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).	7
The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 1 instructional coaches, 2 counselors and 1 assistant, 1 school librarian and 2 assistant, 1 ACE coordinator, 4 non-classroom staff, and 11 educational aides.	7
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleckler-Heald Elementary is situated in Weslaco, Texas, and is one of ten elementary schools within the Weslaco Independent School District (WISD). The campus was established in 1994 and currently serves approximately 936 students in grades Pre-Kindergarten through 5th grade.

According to the PEIMS Data Review of the campus profile, the demographic composition of the student population is as follows: 97% Hispanic, 54% identified as At-Risk, 80% recognized as Economically Disadvantaged, and 15% Bilingual.

The school actively engages community leaders during various special events, including Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, and the Site-Based Decision-Making (SBDM) committee, among others.

Cleckler-Heald Elementary provides a well-rounded curriculum, encompassing a wide range of subjects. Instructional programs include academic core subjects at different levels, such as the QUEST Program for Gifted and Talented students, and Blended Learning in Kk- 3rd grade RLA classrooms. All students are expected to meet the passing standards for the three assessments that make up the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Cleckler-Heald Elementary comprises 47 teachers, 1 principal, 2 assistant principals, 1 instructional coach, 2 counselors and 1 assistant, 1 librarian and 2 assistants, 1 ACE campus coordinator, 5 non-classroom staff members, and 11 educational aides.

Demographics Strengths

1. Cleckler-Heald Elementary benefits from a highly supportive parent community that recognizes the significance of education and observes the positive developments taking place within the school.
2. The school's attendance rate consistently ranks among the highest in the district.
3. The Cleckler-Heald Elementary community demonstrates strong engagement by actively supporting student achievements, participating in community initiatives, and contributing to fundraising efforts.
4. Cleckler-Heald Elementary School fosters student participation through a variety of engaging school activities.
5. Cleckler-Heald provides full-day Pre-K programs for both 3- and 4-year-olds.
6. Cleckler-Heald Elementary excels in both academic performance and fine arts education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Student Achievement

Student Achievement Summary

Administrators, instructional coach, and teachers systematically assess student achievement data by generating reports from state testing results through our district's adopted program, Eduphoria. The administration examines trends in student achievement by analyzing testing data within our special population groups.

In collaboration with teachers, the campus conducts meetings to disaggregate student data, enabling the identification of students' strengths and weaknesses. This process facilitates the determination of specific concerns and the formulation of targeted action plans.

According to the Texas Education Agency's 2023 state accountability system, Cleckler-Heald Elementary has achieved a "B" rating, along with a distinction in the area of Reading Language Arts.

Student Achievement Strengths

1. Cleckler-Heald Students in K-2nd Grade - Students in the lower grades are making great gains in reading and math. This past year SIPPS, a phonics program, showed great success in the lower grades. The reading levels increased by 15% from the previous year, based on Istation. Students also demonstrated a great mastery in math. Students benchmark scores increased by 30%.
2. Cleckler-Heald Students in 3rd-5th grade showed great growth in the area of Reading. Cleckler-Heald Elementary received a distinction in this area due to the accelerated reading progress for 4th and 5th and the performance of 3rd grade.
3. 3rd Grade Math Teachers were rated among the top 3 in the district on their STAAR scores
4. 3rd and 5th Grade RLA teachers were on the top 3 in the district on their STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Demographics

Demographics Summary

Cleckler-Heald Elementary is located in Weslaco, Texas. Cleckler-Heald Elementary School is one of ten elementary schools in Weslaco ISD. The campus was constructed in 1994. The student population at Cleckler-Heald Elementary School is approximately 900 students and serves grades PK-3 through 5th.

According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 80% are identified as Economically Disadvantaged, and 15% Bilingual.

Cleckler-Heald Elementary involves our community leaders during special events, such as Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee and other different school events.

The students of Cleckler-Heald Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the three assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 1 instructional coaches, 2 counselors and 1 assistant, 1 school librarian and 2 assistant, 1 ACE coordinator, 4 non-classroom staff, and 11 educational aides.

Demographics Strengths

1. Cleckler-Heald Elementary has many supportive parents because they value the importance of education and they can see the great things happening.
2. The attendance rate has been one of the highest in the district.
3. The community is very involved in Cleckler-Heald Elementary and continuously supports students achievements, community endeavors, and fundraisers.
4. Cleckler-Heald Elementary School promotes student involvement through various school activities.
5. Cleckler-Heald serves all day Pre-K 3 and 4
6. This is Cleckler-Halds second year as being part of the Raising Blended Learning grant.

Student Learning

Student Learning Summary

Administrators, instructional coaches, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, Eduphoria. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

From TEA's 2023 state accountability system, Cleckler-Heald Elementary earned an "B" rating

Student Learning Strengths

1. Cleckler-Heald Students in K-2nd Grade - Students in the lower grades are making great gains in reading and math. This past year SIPPS, a phonics program, showed great success in the lower grades. The reading levels increased by 15% from the previous year. Students also demonstrated a great mastery in math. Students benchmark scores increased by 35%.
2. Cleckler-Heald Students in 3rd-5th grade showed great growth in the area of Reading. Cleckler-Heald Elementary recieved a distinction in this area due to the accelerated reading progress for 4th and 5th and the performance of 3rd grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 1st and 2nd grade are lacking fluency based on the Istation report. **Root Cause:** Students are not practicing their reading at home.

Problem Statement 2 (Prioritized): Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

School Processes & Programs

School Processes & Programs Summary

Cleckler-Heald Elementary employs a hiring committee comprised of both administrators and educators to make informed hiring decisions. A comprehensive record of applicant interviews and evaluations is systematically maintained. The school principal oversees the retention of teacher performance records. Novice teachers are assigned a mentor at their grade level and receive additional support from the administration. Based on the needs assessment, Cleckler-Heald Elementary identifies a continuous requirement for professional development, specifically in the area of science.

School Processes & Programs Strengths

At Cleckler-Heald, our teachers work diligently to strengthen our students' reading, writing, math, science, and social studies skills.

Our staff:

- Attends all district PLC meetings and share meeting minutes with fellow teachers and administration
- Tracks student data using Color-band
- Is 100% Highly Qualified
- Low teacher turnover rate
- High-Quality Certified Teachers
- Year 5 of Blended Learning in the RLA classroom (K-3rd)
- 100% of K-3rd grade teachers have completed the Texas Reading Academy
- GT Core Trained Teachers

Priority Problem Statements

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam

Root Cause 1: Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: Students in 1st and 2nd grade are lacking fluency based on the Istation report.

Root Cause 2: Students are not practicing their reading at home.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 29, 2024

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 1: By Spring 2025, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Reading STAAR. In addition, 80% of Cleckler-Heald Students will show an increase a grade level from their BOY iReady to their EOY iReady

High Priority

HB3 Goal

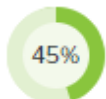
Evaluation Data Sources: STAAR Scores

NWEAmap

Istation K-2nd

iReady 3rd-5th

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of reading language arts. Strategy's Expected Result/Impact: District Benchmarks, NWEAmap, STAAR, and Reading levels will improve Staff Responsible for Monitoring: Teacher, Instructional Coaches, Assistant Principals, and School Principal Problem Statements: Demographics 1 - Student Learning 1, 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Scholastic News for 3rd and 5th Grade / Science Spin - 164 - State Comp. Ed. [SCE] - 164.11.6329.00.114.5.30 - \$2,229.92, Fast Focus fro 3rd-5th (Writing - Blackline Master) - 211 - Title I, Part A - \$1,845, EdPuzzle - 211 - Title I, Part A - \$2,793				

Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System in all subject areas, including alignment, instruction, and assessment through Professional Learning Communities. Provide materials needed for students to be successful. Strategy's Expected Result/Impact: Benchmarks, NWEAmap, Workshop Activites, RBL Implementation, and STAAR scores Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, and Teachers. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses phonemic and phonological awareness, shared reading, small group, independent reading, writing, grammar/mechanics, including fluency, comprehension, and vocabulary. Strategy's Expected Result/Impact: Expected Results: Progress will be made in meeting the early childhood literacy Board goals (HB3) by 2024. Performance on the Reading and Writing assessments will improve: *NWEA Map Growth & Map Fluency *CLI Engage *TX KEA *District Benchmarks *STAAR assessments *Istation ISIP PreK *iReady K - 5th Grade *Formative Assessments *SIPPS Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches, and Teachers. Funding Sources: Warehouse Supplies - 164 - State Comp. Ed. [SCE] - \$377.64	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Students in Prek3-2nd grade will utilize manipulatives, foldables, TpT lessons, and more to assist with their literacy centers. *Prek3-4 will use toys for imaginative play and to develop social skills* Strategy's Expected Result/Impact: Students communication skills and reading ability will increase. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration.	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Student Achievement

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Curriculum, Instruction, and Assessment

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Student Learning

Problem Statement 1: Students in 1st and 2nd grade are lacking fluency based on the Istation report. **Root Cause:** Students are not practicing their reading at home.

Problem Statement 2: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 2: By Spring 2025, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Math STAAR. In addition, 85% of Cleckler-Heald Students will show an increase in their math ability

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Scores (3rd-5th)
NWEAmap
Imagine Math
District Benchmark (K-2nd)

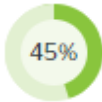
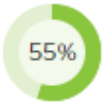
Strategy 1 Details	Reviews			
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of math. Strategy's Expected Result/Impact: Increased performance of students on assessments *District Benchmarks *STAAR *NWEA MAP Growth *Imagine Math Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Teachers Funding Sources: Fast Focus Math 3rd-5th Blackline Master - 211 - Title I, Part A - \$2,170, Warehouse Supplies - 211 - Title I, Part A - 211.11.6399.00.114.5.24 - \$1,317.26	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *Sharon Wells *Small Group Instruction - Differentiated *Number/Math Talks *Math Tasks *Guided Math K-2 *Countdown to STAAR *Imagine Math Grades K-5 *Adoptions SAVVAS (EL) Strategy's Expected Result/Impact: Increased performance of students on assessments *District Benchmarks *STAAR *NWEA MAP Growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement the Sharon Wells Math program to improve, sustain, and support academic student performance at or beyond grade level in Mathematics (3rd-5th Grade). Strategy's Expected Result/Impact: Increased performance of students on assessments *District Benchmarks *STAAR *NWEA MAP Growth Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach and Teachers Title I: 2.4 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 3: By Spring 2025, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Science STAAR. In addition, 80% of Cleckler-Heald Students will show an increase in their Science ability.

Evaluation Data Sources: STAAR Scores (5th)
NWEAmap
District Benchmark (K-4th)

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of science. Strategy's Expected Result/Impact: Scores will improve in the areas of NWEAmap, District Benchmarks, and STAAR Scores Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Science Teachers Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Generation Genius - 164 - State Comp. Ed. [SCE] - 164.11.6299.27.114.5.30, Science Boards - 211 - Title I, Part A - 211.11.6399.00.114.5.24 - \$38	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 5th grade students will do minimum of 40% of the instructional week will be devoted to standards based inquiry science instruction. **Labs** Strategy's Expected Result/Impact: Formative Classwork, Science Journals, Quizzes, Stem-Scopes Summative STAAR Scores Staff Responsible for Monitoring: Administration Science Teachers Problem Statements: Demographics 1 - Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Meet with campus staff to review student data, progress monitoring, and effective instructional practices. *Use of NWEA MAP Diagnostic Assessment in 2nd-5th grade *Provide opportunities for teachers to attend Science PLC *Provide opportunities for Science Teachers at the campus level for verticle planning. Strategy's Expected Result/Impact: Improved performance for all population assessemnts CBA's / Benchmarks STAAR. NWEA Map Staff Responsible for Monitoring: Campus Administration Teachers Problem Statements: Demographics 1 - Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam Root Cause: Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Student Achievement

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Curriculum, Instruction, and Assessment

Problem Statement 1: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Student Learning

Problem Statement 2: Only 64% of 5th grade students perform at the approaches level on the 2023-2024 STAAR Science exam **Root Cause:** Science teachers are closing the gap, but the rigor of the test has increased and students are struggling understanding the questions.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

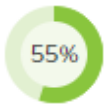
Performance Objective 4: By Spring 2025, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Social Studies end of year district benchmark.

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of social studies. Strategy's Expected Result/Impact: District Benchmarks and Reading STAAR Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, and Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 5: Special Pops: Cleckler-Heald elementary performance for Bilingual, GT, and Special ED students will increase in the areas of Approaches, Meets and Masters in reading, mathematics, and science by 10 percentage points. .

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Scores
NWEAmap BOY-EOY

Strategy 1 Details	Reviews			
Strategy 1: Blended Learning: Teachers will provide opportunities for students to review objectives in small group. Strategy's Expected Result/Impact: Students scores will increase Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teacher, and Special Education Teacher	Formative			Summative
	Nov	Jan	Mar	June
				
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

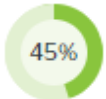
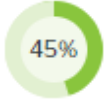
Performance Objective 6: Physical Education: Cleckler-Heald students will increase their physical abilities by the end of the school year.

Evaluation Data Sources: Fitness Gram

Strategy 1 Details		Reviews			
Strategy 1: Students will have opportunities to use creativity and unique ways to learn about the mind-body connection and SEL (Social Emotional Learning) skills in physical education through games such as but not limited to: Emotional Chains, Domino Effect, Labeling Emotions., Learning to Focus., Coping Skills. and Positive Self-Talk Strategy's Expected Result/Impact: Students will understand the connection between the mind-body. Staff Responsible for Monitoring: Admin and Physical Education Teachers		Formative			Summative
		Nov	Jan	Mar	June
					
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue					

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 1: During the 2024-2025 school year, the number of discipline referrals will decrease by 10% from the 2023-2024 school year ensuring that all students learn in an atmosphere that promotes student success.

Strategy 1 Details	Reviews			
Strategy 1: Provide Social Emotional Learning (SEL) lessons utilizing the Leader in Me program for Pre-K-5th grade students that strongly address personal/social skills and bullying. *Leader In Me Workbooks *Leadership Binder (Digital or Hardcopy) Staff Responsible for Monitoring: Counselors, Teachers, and Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students. Staff Responsible for Monitoring: Administration and Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 2: Cleckler-Heald Elementary will implement a safety plan of action to ensure the safety of all students.

Evaluation Data Sources:

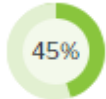
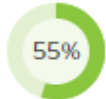
1. Daily Door Sweep Log
2. Practice Drills for Lockdowns and Fire
3. Secure Cameras
4. Armed Officers

Goal 2: ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 3: Integrate flexible seating and application of technology to promote a blended learning environment in the classrooms to support accelerated instruction through various online programs such as but not limited to Istation, SAVVAS, AR, TEKS Resource Systems, NWEAmap.

Evaluation Data Sources: Increased performance of students on assessments:

- *Formative Assessments
- *District Benchmarks
- *STAAR/EOC
- *NWEA Map Growth-All Areas

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with the supplies needed to achieve full potential of all online programs. Supplies such as but not limited to; toner, ink, document camera, projectors, laptops, bluetooth devices, speakers, and more. Strategy's Expected Result/Impact: Scores will improve on online assessments. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration Problem Statements: Student Learning 1 Funding Sources: Mosyle Corporation Subscription - 164 - State Comp. Ed. [SCE] - \$42.16, Microreplay LCD screen - 164 - State Comp. Ed. [SCE] - 164.11.6399.27.114.5.24 - \$146.37, Toner - 211 - Title I, Part A - \$1,209.27, Toner - 211 - Title I, Part A - \$1,843.59, Headphones - 164 - State Comp. Ed. [SCE] - \$5,320	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be provided with modern furniture to promote a "flexible seating" environment. Strategy's Expected Result/Impact: Increase performance of students on: *classwork *self-motivation *student growth *District and State Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students in 1st and 2nd grade are lacking fluency based on the Istation report. **Root Cause:** Students are not practicing their reading at home.

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS - Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools by 10%.

Evaluation Data Sources: Parent sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Celebrations: Acknowledge monthly birthdays, holidays, and end of the year with parents who come to the center Strategy's Expected Result/Impact: Increase the number of parents that attend Staff Responsible for Monitoring: Parent Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 1: To ensure Cleckler-Heald students are taught by highly qualified and state certified teachers, staff members will participate in district, Region One, and campus trainings.

Evaluation Data Sources: Eduphoria Reports and Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Support teachers who are part of the Texas Reading Academy Cohort. Strategy's Expected Result/Impact: Teachers will have a better understanding of the the science of teaching reading Staff Responsible for Monitoring: School Principal and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support teachers in various areas of the four content areas: RLA, Math, Science and Social Studies Strategy's Expected Result/Impact: Students will improve in their academic performance Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 2: Cleckler-Heald staff will attend bi-weekly PLC meetings during their conference period. In addition they will be granted a designate PLC day by the district

Evaluation Data Sources: NWEAmap Growth Percentages
STAAR Scores
Reading Levels will increase
Math Levels will increase

Goal 5: FINANCIAL STRENGTH - Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

State Compensatory

Budget for Cleckler-Heald Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 14

Brief Description of SCE Services and/or Programs

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Personnel for Cleckler-Heald Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aimee V. Cavazos	Counselor Clerk	1
Beatriz Jackson	Teacher PK	1
Charito Alaniz	Teacher PK	1
Chloe Molina	Instructional Aide	1
Erasmo Garces	Teacher PK	1
Hailey Alexandra Serna	Certified Medical Asst.	1
Hernandez Olivia	Teacher PK	1
Joann Barroso	Teacher PK	1
Karen Rocha	Instructional Aide	1
Naomi Balli	Instructional Aide	1
Rachel Palacios	LVN	1
Rosa Gonzalez	Teacher PK	1
Shelia Sanchez	Instructional Aide	1
Tomas Sustaita	Instructional Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyssa Marie Medina	Instructional Aide	Title 1 Part A	1
Cristobal V. Jimenez	Computer Lab Aide	Title I Part A	1
Irene Salas	Parent Specialist	Title I Part A	1
Joe Salazar	Computer Lab Aide	Title I Part A	1
Kristen Cordova	Instructional Aide	Title 1 Part A	1
Marco Antonio Lara	Sp. Ed. Aide	Title I Part A	1
Marlene Calderon	Sp. Ed. Aide	Title I Part A	1
Matthew A. Alvarez	Library Aide	Title I Part A	1
Michelle Rowlette	Library Aide	Title 1 Part A	1
Sandra Maldonado	Media Aide	Title 1 Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scholastic News for 3rd and 5th Grade / Science Spin	164.11.6329.00.114.5.30	\$2,229.92
1	1	3	Warehouse Supplies		\$377.64
1	3	1	Generation Genius	164.11.6299.27.114.5.30	\$0.00
2	3	1	Headphones		\$5,320.00
2	3	1	Mosyle Corporation Subscription		\$42.16
2	3	1	Microreplay LCD screen	164.11.6399.27.114.5.24	\$146.37
Sub-Total					\$8,116.09
Budgeted Fund Source Amount					\$20,108.00
+/- Difference					\$11,991.91
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Fast Focus fro 3rd-5th (Writing - Blackline Master)		\$1,845.00
1	1	1	EdPuzzle		\$2,793.00
1	2	1	Warehouse Supplies	211.11.6399.00.114.5.24	\$1,317.26
1	2	1	Fast Focus Math 3rd-5th Blackline Master		\$2,170.00
1	3	1	Science Boards	211.11.6399.00.114.5.24	\$38.00
2	3	1	Toner		\$1,843.59
2	3	1	Toner		\$1,209.27
Sub-Total					\$11,216.12
Budgeted Fund Source Amount					\$41,805.00
+/- Difference					\$30,588.88
Grand Total Budgeted					\$61,913.00
Grand Total Spent					\$19,332.21
+/- Difference					\$42,580.79