

Weslaco Independent School District

Cleckler-Heald Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Cleckler-Heald Elementary:

Believes in providing an educational program of instruction which allows each student to attain his or her academic potential.

Encourages all students to participate in school programs and activities for the purpose of discovering personal strengths and developing well-rounded interests.

Believes all students will meet or exceed educational performance standards of today and the future.

Believes in selecting staff members of the highest quality and effectiveness to allow each student to attain his or her academic potential.

Believes through creative teaching and individualized instruction staff will discover the unique aptitudes and awaken the intellectual curiosity of every student.

Believes in providing instruction that is challenging to all students so that they may strive to become the best

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleckler-Heald Elementary is located in Weslaco, Texas. Cleckler-Heald Elementary School is one of eleven elementary schools in Weslaco ISD. The campus was constructed in 1994. The student population at Cleckler-Heald Elementary School is approximately 850 and serves students in grades PK 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, 85% are identified as Economically Disadvantaged, and 24% 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 four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Cleckler-Heald Elementary are entering their second year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the student's grades, increased vocabulary and leadership skills.

The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 2 counselors, 3 professional support personnel, 4 non-classroom staff, and 7 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 Cleckler-Heald Elementary and continuously supports students achievements, community endeavors, and fundraisers.

4. Cleckler-Heald Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Student Ambassadors, Student Council, Robotics, Crafts Club, and academic UIL.

5. Cleckler-Heald serves all day Pre-K

6. We are currently on our 3rd year of the Leader in Me Process

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cleckler-Heald has 40% of the students reading below level. **Root Cause:** Many of the students go home to grandparents or daycare. Parents are working and they do not spend time working with their child

Student Academic Achievement

Student Academic Achievement Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, Eduphoria Aware. 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 2018 state accountability system, Cleckler-Heald Elementary earned "Met Standard" accountability rating. We also received a "B" rating.

2017-2018 STAAR Summary 3rd - 5th Grade Tested

Subject	Approaches	Meets	Masters	LEP	Special Ed.
	Standard	Standard	Standard		
Reading	84%	47%	20%	73%	68%
Writing	66%	33%	10%	39%	15%
Math	93%	62%	31%	92%	77%
Science	96%	62%	27%	100%	89%

Student Academic Achievement Strengths

1. Cleckler-Heald received 5 Distinction Designations - **During the 2017-2018 School year teachers and students added an extra degree of heat to bring their instruction to the next level. Cleckler-Heald earned five distinctions!**

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

2. Cleckler-Heald is a Leader in Me Campus - Currently, CH is starting the 3rd year of the Leader in Me Process. Great Progress has been made and teachers are confident that Lighthouse status will be earned next year.

3. 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 20% from the previous year. Students also demonstrated a great mastery in math. Students benchmark scores increased by 35%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 10% of 4th grade students received a "Masters" level on the Writing STAAR **Root Cause:** Many teachers in the lower grades are not focusing on writing.

Problem Statement 2: In 3rd, 4th, and 5th Grade Reading only 20% of the students received a "Masters" level. **Root Cause:** Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read, when they enter 3rd grade.

Problem Statement 3: Second Language Acquisition students still lack fundamentals skills needed to continue advancing on TELPAS. **Root Cause:** The ELPS are not being addressed to the extend needed for students to show success.

School Processes & Programs

School Processes & Programs Summary

Cleckler-Heald Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

According to SBDM members, Cleckler-Heald Elementary is in need continuous professional development in the areas of reading, writing, and mathematics. Professional needs are also present in the area of writing in the lower grades.

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
- Implements the Leader in Me Process
- Tracks student data using Color-band
- Is 100% Highly Qualified
- Low teacher turnover rate
- Bilingual Certified Teachers
- Liag Trained Teachers
- GT Core Trained Teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Cleckler-Heald Elementary has low number of bilingual certified teachers. **Root Cause:** Teachers are hesitant to take the bilingual certification exam.

Perceptions

Perceptions Summary

At Cleckler-Heald Elementary administrators and teachers meet to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. A full-time school nurse is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

Perceptions Strengths

- All- STAAR Award ceremonies
- Meet the teacher nights
- America Goes Back to School Program
- Christmas Spectacular
- Family Literacy Night
- Leadership Day
- Week of Teacher Appreciation, Administrative Assistants, Counselors, Nurses, and diagnosticians.
- Active Parental involvement center
- Veteran's Day Ceremony

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Cleckler-Heald has taken all the possible measures to keep students and staff safe and secure. **Root Cause:** Cleckler-Heald currently has 950 students and only one security guard that is station at the front of the school foyer.

Priority Problem Statements

Problem Statement 1: Only 10% of 4th grade students received a "Masters" level on the Writing STAAR

Root Cause 1: Many teachers in the lower grades are not focusing on writing.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: In 3rd, 4th, and 5th Grade Reading only 20% of the students received a "Masters" level.

Root Cause 2: Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read, when they enter 3rd grade.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Cleckler-Heald has 40% of the students reading below level.

Root Cause 3: Many of the students go home to grandparents or daycare. Parents are working and they do not spend time working with their child

Problem Statement 3 Areas: Demographics

Problem Statement 4: Cleckler-Heald has taken all the possible measures to keep students and staff safe and secure.

Root Cause 4: Cleckler-Heald currently has 950 students and only one security guard that is stationed at the front of the school foyer.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

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





Performance Objective 1: By Spring 2020, students scoring at approaches | meets | and masters will increase from 96% | 76% | 44% to 100% | 80% | 50% in Science STAAR

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be required to participate in district and campus Science Fair to develop their inquiry skills.	2.4, 2.6	Administration Teacher	Formative Science fair projects Participants Summative Science Fair results campus representation				
2) Students will attend science field trips to create the prior knowledge needed to understand a particular topic. *Physical Science *Earth Science *Earth and Space *Life Science		Administrators Teachers	Formative Classwork, science journals,				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) 5th grade students will do minimum of 40% of the instructional week will be devoted to standards based inquiry science instruction. **Labs**		Administration Science Teachers	Formative Classwork, Science Journals, Quizzes, Stem-Scopes Summative STAAR Scores				
4) Students will use Study Island and Science Mentoring books to help improve Science scores.		Administration Science Teachers	Formative Classwork, Science Journals, Quizzes, Stem-Scopes Summative STAAR Scores				
5) Meet with campus staff to review student data, progress monitoring, and effective instructional practices	2.4	Campus Administration Teachers	Improved performance for all population on benchmarks and STAAR.				
6) Colorbands Teachers will use the "Color-band" tracking system to see the progress their students are making.	2.4	Teacher Campus Administrators	1. STAAR Classrooms will see the progression of their CBAs, Benchmarks, and six weeks test. Students will be able to see how they move from one color to the next. 2. Non STAAR Classrooms will use Istation and Math Benchmarks to track their data.				
7) Extended Day- Selected students in 5th grade will work on specific objectives needed to master the Science STAAR.	2.4, 2.5, 2.6						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





Performance Objective 2: By Spring 2020, students scoring at approaches | meets | and masters will increase from 92% | 56% | 26% to 96% | 65% | 30% in Reading STAAR

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All limited proficient student, including parental denials, in grades Kinder through Fifth will be administered the TELPAS to monitor that adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the Reading section of this instrument after having received SIOP strategies		Principal CIF Bilingual Administrator Bilingual teachers Counselor	Formative Benchmarks Summative TELPAS				
2) Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance. 1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Collages	2.4	Principal CIF Teachers Parents	Formative Projects Summative EOY student performance on benchmarks				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Students in 3rd to 5th grade will increase their writing reading comprehension ability through use STAAR booklets and Online Programs such as but not limited to: Study Island, Education Galaxy, Freckle, Countdown to Reading, Motivational Reading, and STAAR Master	2.4	Principal CIF Teachers Parents	Formative Study Island Mentoring Minds Books Countdown to STAAR Benchmarks and CBAs Summative STAAR Scores				
4) Colorbands Teachers will use the "Color-band" tracking system to see the progress their students are making.	2.4	Teacher and Campus Administrators	1. STAAR Classrooms will see the progression of their CBAs, Benchmarks, and six weeks test. Students will be able to see how they move from one color to the next. 2. Non STAAR Classrooms will use Istation and Math Benchmarks to track their data.				
5) RAZ Kids for Kinder- Students will be able to practice their reading skills at home and school.	2.4	Teacher CIF	Students reading levels will improve.				
6) Renaissance Learning for 1st to 5th Grade.	2.4	Librarian Teacher CIF Principal	Students reading ability and comprehension will improve.				
Funding Sources: State Comp Ed (SCE) - 38357.00							
7) Extended Day- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR. Materials - Rally Education 1. Complex Reading in Context 2. Reading by Genre 3. Complex Genre Analysis 4. Reading Rehearsal Plus	2.4, 2.5, 2.6	Principal Teacher CIF	Improvement of STAAR scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





Performance Objective 3: By Spring 2020, students scoring at approaches | meets | and masters will increase from 76% | 36% | 10% to 86% | 46% | 20% in Science STAAR

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grammar Camps - Teachers will conduct camps during the school year to focus on the lowest objectives. These camps will take place before and after each writing benchmark. The focus will be on lowest performing objectives. The goal will be to increase scores in all areas with an emphasize on Meets and Masters scores.	2.4, 2.6	Principal CIF Teachers					
Funding Sources: State Comp Ed (SCE) - 8921.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) The Writing Academy: 4 day training. Teachers will learn new strategies that will assist in teaching, practicing, and reinforcing grammar objectives. Teachers will also receive training on expository writing techniques. Strategies will include a variety of differentiated strategies that will reach all learners with an emphasize on students who are at-risk of failing.	2.4, 2.6	Principal CIF Teachers CIF will closely monitor teachers through observations in order to determine if strategies taught are being used in class.	Students will have multiple learning opportunities which will positively impact comprehension. This will result in higher writing scores. Formative Mentoring Minds Workbooks Study Island Countdown to Writing STAAR Benchmarks and CBAs Summative STAAR Scores				
3) Expository Writing Camp: The focus on this camp will be to increase writing scores by monitoring students closely as they go through the entire writing process.	2.4, 2.6	Principal CIF Teachers	The expected result is to increase writing scores.				
4) 4) Meet with campus staff to review student data, progress monitoring, and effective instructional practices	2.4	Principal CIF Teachers	Improved performance for all population on benchmarks and STAAR.				
5) Colorbands Teachers will use the "Color-band" tracking system to see the progress their students are making.	2.4	Principal CIF Teachers	1. STAAR Classrooms will see the progression of their CBAs, Benchmarks, and six weeks test. Students will be able to see how they move from one color to the next. 2. Non STAAR Classrooms will use Istation and Math Benchmarks to track their data.				
6) Extended Day- Selected students 4th grade will work on specific objectives needed to master the STAAR. Materials - Rally Education 1. Revising and Editing Intermediate	2.4, 2.5						
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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





Performance Objective 4: By Spring 2020, students scoring at approaches | meets | and masters will increase from 96% | 72% | 43% to 100% | 80% | 50% in Math STAAR

Evaluation Data Source(s) 4: STAAR Scores

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.	2.4, 2.5, 2.6	Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
TEA Priorities Build a foundation of reading and math 2) 4th Grade Math teachers will begin a "Blended Classroom". This program will ensure small group instruction. -Reasoning Minds -Study Stacks -Study Island -Reflex Math -Prodigy	2.4, 2.6						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Students in 3rd to 5th grade will increase their math comprehension ability through use STAAR booklets and Online Programs such as but not limited to: Study Island, Education Galaxy, Freckle, Countdown to Reading, Motivational Reading, and STAAR Master	2.4, 2.5, 2.6	Administration Teachers CIF Math Strategist	Formative Benchmarks and CBAs Summative STAAR Scores				
4) 3rd to 4th Grade students will use Study Island to help increase their scores.		Administration Teachers	Formative Benchmarks and CBAs Summative STAAR Scores				
5) Meet with campus staff to review student data, progress monitoring, and effective instructional practices. Coordinate staff development to assist teachers in improving their teaching. Monitor new teachers	2.4, 2.6						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 5: By Spring 2020, students in Special Education will increase their scores from:

78%| 54%| 24%| to 85%| 60%| 30% in Math STAAR

69%| 33%| 5%| to 75%| 40%| 15% in Reading STAAR

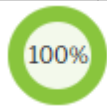

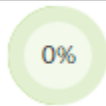

69%| 31%| 0%| to 75%| 35%| 5% in Writing STAAR

79%| 21%| 7%| to 85%| 30%| 15% in Science STAAR

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.	2.4, 2.5, 2.6	Administration Special Education Teachers	Formative CBAs, Benchmarks, Fountas & Pinell testing Summative STAAR Scores				
Funding Sources: Title 1, Part A - 56987.00							
2) Extended Day- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR.	2.4, 2.5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 6: Cleckler-Heald Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Source(s) 6: PBMAS Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. Priority for Service (PFS) students will receive supplemental support services before other migrant students. Materials to be distributed will be based on the needs of the students as shown by the Needs Assessment. Items could include, but are not restricted to, school supplies, Clothes and hygiene kits.		Administration Migrant Teacher Assistant Parent Liaison	Formative: Campus Reports Report Cards Summative: EOY Status				
2) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade		Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				



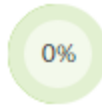

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

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

Performance Objective 7: Students will learn the importance of staying active on a daily basis. Students will learn specific exercises and healthy eating habits that will guide them to living a healthy life.

Evaluation Data Source(s) 7: Fitness Gram

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will increase physical activity by working on different routines during physical education. Students will prepare to increase their exercise stamina for the fitness gram.	2.4	Administration Coaches	There will be an increase of students showing success on the fitness gram				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 8: By Spring 2020, the students will score an 80% or higher on the Social Studies Benchmark

Evaluation Data Source(s) 8: District Assessments

Summative Evaluation 8:

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich schools and inviting environments district-wide that promote high performance.

Performance Objective 1: Cleckler-Heald Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Evaluation Data Source(s) 1: District and campus survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Cleckler-Heald staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons. Lesson Planning - Forethought	2.5	Administration Teacher CTC Technology Aide	Sign in sheets T-Tess Domains increased from previous year				
2) Students in Pre - kinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chrome books, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminator, scanners, and mounted projectors.		Administration Teacher CTC	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, ELMO/projectors and toner for printers	2.5	Administration CTC Teacher					





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich schools and inviting environments district-wide that promote high performance.

Performance Objective 2: 100% of Cleckler-Heald Elementary students and staff will complete Internet Safety training using the Common Sense Media curriculum.

Evaluation Data Source(s) 2: Completion of required lessons and certificates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and CTC will complete lessons in order to ensure students are well informed and understand what Common Sense Media is.		Principal CTC Teachers CIF					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich schools and inviting environments district-wide that promote high performance.

Performance Objective 3: Cleckler-Heald Elementary students and staff will visit the nurse in case of emergency or medical needs.

Evaluation Data Source(s) 3: End of the year inventory of supplies

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School nurses will ensure that students are following doctors order and taken medication during school.							
School nurses will advise parents of any symptoms that might be harmful to the students health.	Funding Sources: Title 1, Part A - 35946.00						
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>							

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug-free, technology-rich schools and inviting environments district-wide that promote high performance.

Performance Objective 4: Cleckler-Heald Elementary has a plan of action to keep the students and staff safe at all times

Evaluation Data Source(s) 4: Incident reports

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will participate in fire drills monthly		Administration Teachers Security Guard	Quick and easy exit of the school in case of a fire emergency				
2) Security guard, Mr. Cuellar, will be stationed at the front of the school to ensure the safety of the students. He will have access to the raptor system. A scheduled has been set to have a person in the front foyer		Administration Security Guard	A decreased of parents walking into campus with checking in.				
3) Counselors will provide classes on bullying, drug free, friendship, and any other topic needed to the students.		Counselors Counselor Assistant Administration	Students will choose kindness in their daily lives, and practice the 7 habits of happy kids.				
Funding Sources: Title I, Part A - 31241.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community services, open communication, and positive collaboration for students success.

Performance Objective 1: There will be a minimum of a 10% increase of parents involved in campus parental involvement activities throughout the year.

Evaluation Data Source(s) 1: Parental involvement sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee	3.1, 3.2	Administrators Parent liaison					
2) Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.	3.1, 3.2	Administrators Parent liaison					
	Funding Sources: Title 1, Part A - 35239.00						
3) In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student. Population: Parents and faculty	3.1, 3.2	Administrators Parent liaison Teacher					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Exceptional community services, open communication, and positive collaboration for students success.

Performance Objective 2: Student celebrations will take place at the end of the six weeks. We will celebrate through "All-STAAR Awards", Attendance, and End of the Year Ceremonies

Evaluation Data Source(s) 2: Attendance records, grades, and teacher input

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All - STAAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students		Teacher Principal CIF Secretary Media Aide Attendance Clerk					
Funding Sources: Title 1, Part A - 26270.00							
2) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Attendance rate will increase				
Funding Sources: State Comp Ed (SCE) - 34205.00							
3) Teachers in grades K -5th will promote reading throughout the year via the MyOn. Students will recognize for meeting their goal and the top student from each grade level will receive an incentives for accumulating points and encourage a love of reading		Teacher Principal CIF Secretary Media Aide Librarian					
4) 4) Students will receive a meal for their hard work after STAAR.		CIF Secretary					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							





Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - High-quality, research-based training development, and support for all employees.

Performance Objective 1: Improve instruction for all students including ELL, special education, at-risk, migrant and economically disadvantaged.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum 1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies.	2.6	Administration Teachers Language Arts Strategists Bilingual Director	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
2) Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.	2.4	Administration Teachers District Content Strategists	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.		Administration Teachers CTC	Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings				
4) Teachers in grades PreK to 5th will continue implementing the Leader in Me Process. Students will be able to use workbook to better internalize the process.		Teacher Admin ITC					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - High-quality, research-based training development, and support for all employees.

Performance Objective 2: PLC Meetings once a month to deliver new strategies to the teachers.

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Grammar Camps - Teachers will conduct camps during the school year to focus on the lowest objectives. These camps will take place before and after each writing benchmark. The focus will be on lowest performing objectives. The goal will be to increase scores in all areas with an emphasize on Meets and Masters scores.
1	3	2	The Writing Academy: 4 day training. Teachers will learn new strategies that will assist in teaching, practicing, and reinforcing grammar objectives. Teachers will also receive training on expository writing techniques. Strategies will include a variety of differentiated strategies that will reach all learners with an emphasize on students who are at-risk of failing.
1	3	3	Expository Writing Camp: The focus on this camp will be to increase writing scores by monitoring students closely as they go through the entire writing process.
1	5	1	Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.
4	1	1	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies.

State Compensatory

Budget for Cleckler-Heald Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.114.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,308.00
164.13.6119.00.114.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,430.00
164.11.6129.27.114.8.30	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.12.6129.00.114.8.30	6129 Salaries or Wages for Support Personnel	\$30,821.00
164.23.6129.00.114.8.30	6129 Salaries or Wages for Support Personnel	\$26,393.00
164.11.6141.00.114.8.30	6141 Social Security/Medicare	\$526.00
164.11.6141.27.114.8.30	6141 Social Security/Medicare	\$875.00
164.13.6141.00.114.8.30	6141 Social Security/Medicare	\$1,036.00
164.23.6141.00.114.8.30	6141 Social Security/Medicare	\$383.00
164.11.6142.00.114.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.11.6142.27.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6143.00.114.8.30	6143 Workers' Compensation	\$79.00
164.11.6143.00.114.8.30	6143 Workers' Compensation	\$108.00
164.11.6143.27.114.8.30	6143 Workers' Compensation	\$235.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.12.6143.00.114.8.30	6143 Workers' Compensation	\$92.00
164.13.6143.00.114.8.30	6143 Workers' Compensation	\$214.00
164.11.6145.00.114.8.30	6145 Unemployment Compensation	\$32.00
164.11.6145.27.114.8.30	6145 Unemployment Compensation	\$54.00
164.12.6145.00.114.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.114.8.30	6145 Unemployment Compensation	\$64.00
164.23.6145.00.114.8.30	6145 Unemployment Compensation	\$24.00
164.11.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$816.00
164.11.6146.27.114.8.30	6146 Teacher Retirement/TRS Care	\$1,820.00
164.12.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$693.00
164.13.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$1,607.00
164.23.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$594.00
6100 Subtotal:		\$251,054.00
6200 Professional and Contracted Services		
164.13.6219.57.114.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.114.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Cleckler-Heald Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Rivera	Instructional Aide	Cleckler Heald Elementary School	1
David Garza	Campus Technology Coordinator	Cleckler Heald Elementary School	1
Denise Villarreal	Instructional Aide	Cleckler Heald Elementary School	1
Elvira Tamez	At Risk Attendance Clerk	Cleckler Heald Elementary School	1
Janet Salinas	Library Aide	Cleckler Heald Elementary School	1
Myriam Zamora	Campus Instructional Facilitator	Cleckler Heald Elementary School	1
Nichole Aldrete	Technology Aide	Cleckler Heald Elementary School	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Monica Vanderveer	Principal
Administrator	Myriam Zamora	CIF
Administrator	Mary Lou Reyna	CIF
Classroom Teacher	Rosa Gonzalez	Pre-Kinder Teacher
Classroom Teacher	Ashley Ramon	Kinder Teacher
Classroom Teacher	Edith Chapa	1st Grade Teacher
Classroom Teacher	Aracely Quintero	2nd Grade Teacher
Classroom Teacher	Rosie Garza	2nd Grade Teacher
Classroom Teacher	Cassandra Bautista	3rd Grade Teacher
Classroom Teacher	Angie Jackson	3rd Grade Teacher
Classroom Teacher	Claudia Mata	4th Grade Teacher
Classroom Teacher	Marissa O'bryant	5th Grade Teacher
Classroom Teacher	Michelle Zepeda	5th Grade Teacher
Non-classroom Professional	David Garza	Instructional Technology Coach
Classroom Teacher	Mayra Padilla	Kinder Teacher
Classroom Teacher	Frances Losoya	1st grade Teacher
Classroom Teacher	Kara Urbina	4th Grade Teacher
Paraprofessional	Elvira Tamez	Attendance
Non-classroom Professional	Irene Salas	Parent Specialist

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Lib. Assistant	164.12.6129.00.114.9.30	\$38,357.00
1	3	1	STAAR Tutor	164.11.6129.58.114.9.30	\$8,921.00
3	2	2	At-Risk Attendance Clerk	164.23.6129.00.114.9.30	\$34,205.00
Sub-Total					\$81,483.00
Budgeted Fund Source Amount					\$384,086.00
+/- Difference					\$302,603.00
Grand Total					\$81,483.00