Weslaco Independent School District

Cleckler-Heald Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
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

Vision

Cleckler-Heald Elementary School empowers all students to embrace learning, achieve their personal best, find their voice and live the 7 Habits of Happy Kids: Be Proactive, Begin with the End in Mind, Think Win-Win, Put First Things First, Seek First to Understand Than to Be Understood, Synergize, and Sharpen the Saw.

Comprehensive Needs Assessment

Revised/Approved: October 22, 2015

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

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 Standard	Meets Standard	Masters Standard	LEP	Special Ed.
Reading	330/390	185/390	78/390	56/77	21/31
	84%	47%	20%	73%	68%
Writing	91/138	45/138	13/138	11/28	2/13
	66%	33%	10%	39%	15%

361/390	242/390	122 /390	71/77	24/31

Math

93%	62%	31%	92%	77%
122/127	79/127	34/127	24/24	8/9

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
Comparative Closing the Gaps	Not 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 Colorband
- Is 100% Highly Qualified
- Low teacher turnover rate
- Bilingual Certified Teachers
- Liag Trained Teachers
- GT Core Trained Teachers

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- STAAR EL Progress Measure data
- 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)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: 90% of the students will demonstrate an "Accomplished", 60% "Meets" and 30% "Masters" on the Science STAAR .

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
Critical Success Factors CSF 1 1) Students will be required to participate in district and campus Science Fair to develop their inquiry skills.		Administration Teacher	Formative Science fair projects Participants Summative Science Fair results campus representation				
Critical Success Factors CSF 1 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,				

Critical Success Factors CSF 1 3) 5th grade students will do minimum of 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				
Critical Success Factors CSF 1 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				
Critical Success Factors CSF 1 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.				
Critical Success Factors CSF 1 6) Colorbands Teachers will use the "Colorband" 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.				

✔ = Accomplished ➡ = Continue/Modify ◗ = Considerable ◔ = Some Progress ⬤ = 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: 90% of the students will demonstrate an "Accomplished", 60% "Meets" and 30% "Masters" on the Reading STAAR .

    Evaluation Data Source(s) 2: STAAR Scores

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students in Pre-kinder through second grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018		Principal Facilitator Asst Principal Teachers Support Staff	Formative: Benchmark test results MyON reports BOY, MOY & EOY Fountas and Pinell Reports Summative: EOY Istation Report STAAR Scores				
		Problem Statements: Student Academic Achievement 2					
Critical Success Factors CSF 1 2) 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				
		Problem Statements: Student Academic Achievement 3					

Critical Success Factors CSF 1 3) 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		Principal CIF Teachers Parents	Formative Projects Summative EOY student performance on benchmarks				
Critical Success Factors CSF 1 4) Students in 3rd to 5th grade will increase their reading comprehension ability through use STAAR booklets such as but not limited to: 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				
Critical Success Factors CSF 1 5) Meet with campus staff to review student data, progress monitoring, and effective instructional practices	2.4	Teacher and Campus Administrators	Improved performance for all population on benchmarks and STAAR.				
		Problem Statements: Student Academic Achievement 2					
Critical Success Factors CSF 1 6) Colorbands Teachers will use the "Colorband" 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.				
Critical Success Factors CSF 1 7) 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.				
Critical Success Factors CSF 1 8) Renaissance Learning for 1st to 5th Grade.	2.4	Librarian Teacher CIF Principal	Students reading ability and comprehension will improve.				
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Performance Objective 2 Problem Statements:

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

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

Performance Objective 3: 80% of the students will demonstrate an "Accomplished", 40% "Meets" and 15% "Master" on the Writing STAAR.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 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 Problem Statements: Student Academic Achievement 1					
PBMAS **Critical Success Factors** CSF 1 CSF 7 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 stratgies 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				

Critical Success Factors	2.4, 2.5, 2.6	CIF Region One Rep: Gloria Vela Writing Teachers: Clara Cuellar Brenda Rodriguez	Teachers will create a lesson that will increase the lowest performing Student expectation. CBA Results Benchmark STAAR Results				
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Texas Lesson Study: Writing teachers will analyze data, conduct research, collaborate, and create a lesson that is aimed at increasing the lowest scoring objective.							
Critical Success Factors CSF 1 4) 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.				
Critical Success Factors CSF 1 CSF 2 CSF 3 5) 5) 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.				
		Problem Statements: Student Academic Achievement 1					
Critical Success Factors CSF 1 CSF 2 CSF 3 6) Colorbands Teachers will use the "Colorband" 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.				

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Performance Objective 3 Problem Statements:

Student Academic Achievement
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.

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

Performance Objective 4: 90% of the students will demonstrate an "Accomplished", 60% "Meets" and 30% "Master" on the Math STAAR.

Evaluation Data Source(s) 4: STAAR Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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.		Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
Critical Success Factors CSF 1 2) 4th Grade Math teachers will begin a "Blended Classroom". This program will ensure small group instruction. -Khan Academy -Study Stacks -Study Island -Reflux Math -Prodogy							
Critical Success Factors CSF 1 3) Students in 3rd to 5th grade will increase their math comprehension through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading, and STAAR Master		Administration Teachers CIF Math Strategist	Formative Benchmarks and CBAs Summative STAAR Scores				
Funding Sources: State Bilingual/ESL - 1306.80, State Comp Ed (SCE) - 2376.50							

Critical Success Factors CSF 1 4) 3rd to 4th Grade students will use Study Island to help increase their scores.		Administration Teachers	Formative Benchmarks and CBAs Summative STAAR Scores				
	Funding Sources: State Comp Ed (SCE) - 0.00						
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college career, and service ready leaders.

Performance Objective 5: 70% or more of 3rd - 5th Grade Special Education Cleckler-Heald students will demonstrate an "Approaches" and 40% a "Meets" performance on the STAAR reading test.

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.		Administration Special Education Teachers	Formative CBAs, Benchmarks, Fountas & Pinell testing Summative STAAR Scores				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⚪ = 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
Critical Success Factors CSF 1 CSF 5 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 Liason	Formative: Campus Reports Report Cards Summative: EOY Status				
			Problem Statements: Student Academic Achievement 2				
Critical Success Factors CSF 1 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				
✔ = Accomplished → = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Performance Objective 6 Problem Statements:

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.

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:

Goal 2: POSITIVE LEARNING ENVIRONMENT-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: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 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.		Administration CTC	Sign in sheets T-Tess Domains increased from previous year				

Critical Success Factors		Administration	Formative:				
CSF 1		Teacher	Benchmarks, weekly tests, technology progress reports				
		CTC	Summative:				
2) Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminators, scanners, and mounted projectors.			Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
Critical Success Factors		Administration					
CSF 1		CTC					
		Teacher					
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							

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Goal 2: POSITIVE LEARNING ENVIRONMENT-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					
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Goal 2: POSITIVE LEARNING ENVIRONMENT-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:

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:

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee		Administrators Parent liaison					
Critical Success Factors CSF 5 2) Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.		Administrators Parent liaison					

| Critical Success Factors
CSF 5

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 | | Administrators
Parent liaison
Teacher | | | | | |

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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: General Fund - 1831.30					
Critical Success Factors CSF 5 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					
Critical Success Factors CSF 5 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					

✔ = Accomplished   → = Continue/Modify   ◓ = Considerable   ◔ = Some Progress   ◯ = No Progress   ✖ = Discontinue

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
Critical Success Factors CSF 1 CSF 2 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 i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018		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				
	Problem Statements: Student Academic Achievement 1, 2						
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.		Administration Teachers District Content Strategists	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				

| 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 | | | | |

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
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 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.

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	Texas Lesson Study: Writing teachers will analyze data, conduct research, collaborate, and create a lesson that is aimed at increasing the lowest scoring objective.
1	3	4	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	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 i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018

State Compensatory

Budget for Cleckler-Heald Elementary:

Account Code	Account Title	Budget
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
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:

Name	Position	Program	FTE
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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Monica Vanderveer	Principal
Administrator	Myriam Zamora	CIF
Administrator	Mary Lou Reyna	CIF