

Weslaco Independent School District

Cleckler-Heald Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

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

Vision

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2020

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 (Prioritized): 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 Learning

Student Learning 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 2019 state accountability system, Cleckler-Heald Elementary earned "Met Standard" accountability rating. We also received a "A" rating.

2018-2019 STAAR Summary 3rd - 5th Grade Tested

Totals	All Students Approaches %	All Students Meets %	All Students Masters %	Eco Dis. Approaches %	Eco Dis. Meets %	Eco Dis. Masters %	EL Approaches %	EL Meets %	EL Masters %	SP ED Approaches %	SP ED Meets %	SP ED Masters %
Math	96%	72%	43%	94%	70%	41%	94%	82%	57%	78%	54%	24%
Reading	92%	56%	26%	90%	54%	25%	84%	46%	21%	69%	33%	5%
Writing	76%	36%	10%	74%	35%	7%	72%	33%	6%	69%	31%	0%
Science	96%	76%	44%	96%	77%	40%	96%	78%	70%	79%	21%	7%

Student Learning Strengths

1. Cleckler-Heald received 6 Distinction Designations - **During the 2018-2019 School year teachers and students added an extra degree of heat to bring their instruction to the next level. Cleckler-Heald earned six out of six distinctions!**

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	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 15% from the previous year. Students also demonstrated a great mastery in math. Students benchmark scores increased by 35%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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.

Problem Statement 4 (Prioritized): 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

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

Cleckler-Heald Elementary takes pride in all the different activities we have for our parents.

- 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
- Muffins with Mom/ Donuts with Dad/ Grandparents Day

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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 stationed 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 Learning

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 Learning

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 - Student Learning

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 station 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

Accountability Data

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

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
- 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 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 1: By Spring 2021, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Science STAAR

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 1: Students will be required to participate in district and campus Science Fair to develop their inquiry skills.		
Strategy's Expected Result/Impact: Formative Science fair projects Participants Summative Science Fair results campus representation		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Administration Teacher		Summative
		June
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 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

Strategy's Expected Result/Impact: Formative
Classwork, science journals,

Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: 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

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Students will use Study Island and Science Mentoring books to help improve Science scores.

Strategy's Expected Result/Impact: Formative
Classwork, Science Journals, Quizzes, Stem-Scopes

Summative
STAAR Scores

Staff Responsible for Monitoring: Administration
Science Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Meet with campus staff to review student data, progress monitoring, and effective instructional practices

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.

Staff Responsible for Monitoring: Campus Administration
Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative



Nov

Jan

Mar

Summative

June

Strategy 6: Colorbands				
Teachers will use the "Color-band" tracking system to see the progress their students are making.				
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Teacher Campus Administrators Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 7: Extended Day- Selected students in 5th grade will work on specific objectives needed to master the Science STAAR.				
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				

Performance Objective 2: By Spring 2021, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Reading STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 1: 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, Countdown to Reading, Mentoring Minds, and STAAR Master. Curriculum Instructional Facilitator (CIF) will oversee the implementation of such programs and analyze data with the teachers to better understand how to help the students.

Strategy's Expected Result/Impact: Formative

Study Island

Mentoring Minds Books

Countdown to STAAR

Benchmarks and CBAs

Summative

STAAR Scores

Staff Responsible for Monitoring: Principal

CIF

Teachers

Parents

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 4: High-Quality Curriculum

Curriculum Instructional Facilitator State Comp Ed (SCE) \$87,864

Formative

Nov

Jan

Mar

Summative

June





Strategy 2: Renaissance Learning for 1st to 5th Grade.

Strategy's Expected Result/Impact: Students reading ability and comprehension will improve.		Formative
Staff Responsible for Monitoring: Librarian Teacher CIF Principal		Nov Jan Mar
Title I Schoolwide Elements: 2.4	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: Librarian Assistant State Comp Ed (SCE) \$41,422	June
ESF Levers: None		

Strategy 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

Strategy's Expected Result/Impact: Formative Projects		Formative
Summative EOY student performance on benchmarks		Nov Jan Mar
Staff Responsible for Monitoring: Principal CIF Teachers Parents		Summative
Title I Schoolwide Elements: 2.4	Problem Statements: None	June
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
Additional Targeted Support Strategy		

Strategy 4: RAZ Kids for Kinder- Students will be able to practice their reading skills at home and school.		
Strategy's Expected Result/Impact: Students reading levels will improve.		Formative
Staff Responsible for Monitoring: Teacher CIF		Nov
Title I Schoolwide Elements: 2.4		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		
Strategy 5: 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		
Strategy's Expected Result/Impact: Formative Benchmarks		Formative
Summative TELPAS		Nov
Staff Responsible for Monitoring: Principal CIF Bilingual Administrator Bilingual teachers Counselor		Jan
Title I Schoolwide Elements: None		Mar
TEA Priorities: None		Summative
ESF Levers: None		June
Problem Statements: None		
Funding Sources: Teacher Assistants State Comp Ed (SCE) \$67,092		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		

Performance Objective 3: By Spring 2021, students will score at the 80|50|20 (Approaches, Meets, Masters) mark in Writing STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Principal

CIF

Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

<div> Strategy's Expected Result/Impact: Students will have multiple learning opportunities which will positively impact comprehension. This will result in higher writing scores. </div> <div> <div>Formative</div> <div>Mentoring Minds</div> <div>Workbooks</div> <div>Study Island</div> <div>Countdown to Writing STAAR</div> <div>Benchmarks and CBAs</div> </div> <div> <div>Summative</div> <div>STAAR Scores</div> </div> <div> Staff Responsible for Monitoring: Principal CIF Teachers </div> <div> CIF will closely monitor teachers through observations in order to determine if strategies taught are being used in class. </div> <div> <div> Title I Schoolwide Elements: 2.4, 2.6 </div> <div> TEA Priorities: None </div> <div> ESF Levers: None </div> <div> Comprehensive Support Strategy </div> <div> Additional Targeted Support Strategy </div> </div> <div> <div>Problem Statements: None</div> <div>Funding Sources: None</div> </div>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 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.

Strategy's Expected Result/Impact: The expected result is to increase writing scores.

Staff Responsible for Monitoring: Principal
CIF
Teachers

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: 4) Meet with campus staff to review student data, progress monitoring, and effective instructional practices

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.

Staff Responsible for Monitoring: Principal
CIF
Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov





Jan

Mar

Summative

June

Strategy 5: Colorbands		
Teachers will use the "Color-band" tracking system to see the progress their students are making.		
Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal CIF Teachers Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
June		
Strategy 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		
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5 TEA Priorities: None ESF Levers: None	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
June		

Strategy 7: Students in 2nd grade will use "Spelling City" to encrease their spelling ability.				
Strategy's Expected Result/Impact: Students will increase their spelling ability, which in turn it will help our writing scores.				Formative
Staff Responsible for Monitoring: Classroom Teacher CIF				Nov
Title I Schoolwide Elements: 2.4				Jan
TEA Priorities: Build a foundation of reading and math				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 4: By Spring 2021, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Math STAAR

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 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.

Teachers Pay Teachers digital lessons will be use during daily lessons.

Strategy's Expected Result/Impact: Formative

Walk-throughs, classwork, quizzes, CBAs, Benchmarks

Summative

STAAR Scores

Staff Responsible for Monitoring: Administration

Teachers

CIF

Math Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

At-Risk Teacher Assistant State Comp Ed (SCE) \$37,200

Formative

Nov

Jan

Mar

Summative

June





Strategy 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

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: None	None	Summative
Additional Targeted Support Strategy		June

Strategy 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

Strategy's Expected Result/Impact: Formative Benchmarks and CBAs		Formative
Summative STAAR Scores		Nov
Staff Responsible for Monitoring: Administration Teachers CIF Math Strategist		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 4: 3rd to 4th Grade students will use Study Island to help increase their scores.			
Strategy's Expected Result/Impact: Formative Benchmarks and CBAs Summative STAAR Scores Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
Strategy 5: Mastery Education Test Bank - Teachers will be able to create test to focus on specific skills the students need to master or for daily practice.			
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teacher Principal CIF ITC Title I Schoolwide Elements: 2.4 TEA Priorities: Build a foundation of reading and math ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 5: By Spring 2021, students in Special Education will score at the Approaches, Meets, Masters -Math (80/50/30); Reading (70/35/10); Writing (70/30/5); Science (80/25/10)

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 1: Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.

Strategy's Expected Result/Impact: Formative
CBAs, Benchmarks, Fountas & Pinell testing

Summative
STAAR Scores

Staff Responsible for Monitoring: Administration
Special Education Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Extended Day- Selected students in 3rd to 5th grade will work on specific objectives needed to master the STAAR.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: PBMAS Report

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Formative:

Campus Reports

Report Cards

Summative:

EOY Status

Staff Responsible for Monitoring: Administration

Migrant Teacher Assistant

Parent Liaison

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 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			
Strategy's Expected Result/Impact: 3 week progress reports Summative: 6 week progress report cards <hr/> Staff Responsible for Monitoring: Administration Migrant Teacher Assistant Teacher <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None		Formative	
		Nov	
		Jan	
		Mar	
		Summative	
		June	
		<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>	

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 Sources: Fitness Gram

Summative Evaluation: None

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

Evaluation Data Sources: District Assessments

Summative Evaluation: None

Strategy 1: 1. Students will use kahoot to review objectives in social studies.				
Strategy's Expected Result/Impact: Students knowledge of social studies will improve.				Formative
Staff Responsible for Monitoring: Teacher				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 2: Students will use The Monitor, newspaper, to keep up with current events.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Teacher				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 9: Cleckler-Heald Elementary will reduce the number of students being absent by providing an opportunity for them to make up the time after school through the SASI program

Evaluation Data Sources: Attendance Records

Summative Evaluation: None

Strategy 1: A certified teacher will work with students after school to make sure they catch up on their assignments.			
Strategy's Expected Result/Impact: Improve attendance			Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal CIF Attendance Clerk			
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: None	
TEA Priorities: None		Funding Sources:	
ESF Levers: None			Summative
			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

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

Evaluation Data Sources: District and campus survey

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Sign in sheets

T-Tess Domains increased from previous year

Staff Responsible for Monitoring: Administration

Teacher

CTC

Technology Aide

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Tech Lab Assistants State Comp Ed (SCE) \$69,606

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

<p>Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards</p> <p>Staff Responsible for Monitoring: Administration Teacher CTC</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 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

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Administration		Nov
CTC		Jan
Teacher		Mar
Title I Schoolwide Elements: 2.5	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>		

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

Evaluation Data Sources: Completion of required lessons and certificates

Summative Evaluation: None

Strategy 1: Teachers and ITC will complete lessons in order to ensure students are well informed and understand what Common Sense Media is. School ITC will in addition work with teachers to ensure that good quality lessons are deliver to the students.

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal CTC Teachers CIF		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative June
ESF Levers: None	None	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>		

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

Evaluation Data Sources: End of the year inventory of supplies

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Evaluation Data Sources: Incident reports

Summative Evaluation: None

Strategy 1: Students will participate in fire drills monthly		
Strategy's Expected Result/Impact: Quick and easy exit of the school in case of a fire emergency		Formative
Staff Responsible for Monitoring: Administration Teachers Security Guard		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Strategy 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		
Strategy's Expected Result/Impact: A decreased of parents walking into campus with checking in.		Formative
Staff Responsible for Monitoring: Administration Security Guard		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 3: Counselors will provide classes on bullying, drug free, friendship, and any other topic needed to the students.			
Strategy's Expected Result/Impact: Students will choose kindness in their daily lives, and practice the 7 habits of happy kids.			Formative
Staff Responsible for Monitoring: Counselors Counselor Assistant Administration			Nov
Title I Schoolwide Elements: None			Jan
TEA Priorities: None			Mar
ESF Levers: None			Summative
Problem Statements: None			June
Funding Sources: Counselor Assistant Title 1, Part A 211.31.6129.00.114.9.24 \$31,241			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student 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 Sources: Parental involvement sign in sheets

Summative Evaluation: None

Strategy 1: In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administrators Parent liaison	Nov Jan Mar
Title I Schoolwide Elements: 3.1, 3.2	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 2: Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Administrators Parent liaison				Nov
Title I Schoolwide Elements: 3.1, 3.2		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		Community Aide Title 1, Part A 211.61.6129.29.114.9.24 \$35,239		Summative
				June
Strategy 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				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Administrators Parent liaison Teacher				Nov
Title I Schoolwide Elements: 3.1, 3.2		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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 Sources: Attendance records, grades, and teacher input

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Teacher

Principal

CIF

Secretary

Media Aide

Attendance Clerk

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 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.

Strategy's Expected Result/Impact: Attendance rate will increase Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy	Summative
	June

Strategy 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

Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Librarian Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Summative
	June

Strategy 4: 4) Students will receive a meal for their hard work after STAAR.			
Strategy's Expected Result/Impact: None			Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: CIF Secretary			
Title I Schoolwide Elements: None		Problem Statements: None	
TEA Priorities: None		Funding Sources:	
ESF Levers: None		None	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></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></div></div><div>Discontinue</div></div></div>			

Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - 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.

Performance Objective 1: 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

Evaluation Data Sources: STAAR Scores, Benchmarks, Reading Levels, Istation Tiers, and CBAs

Summative Evaluation: None

Strategy 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.

<div> Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective </div> <div> Summative: STAAR PLC Training Grade Level Meetings </div> <div> Staff Responsible for Monitoring: Administration Teachers Language Arts Strategists Bilingual Director </div> <div> Title I Schoolwide Elements: 2.6 TEA Priorities: None ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Comprehensive Support Strategy Additional Targeted Support Strategy </div> <div> Problem Statements: None Funding Sources: Instructional Technology Coach State Comp Ed (SCE) \$75,447 </div>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 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.

Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings		Formative
		Nov
		Jan
		Mar
		Summative
		June
Staff Responsible for Monitoring: Administration Teachers District Content Strategists		
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 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.

Strategy's Expected Result/Impact: Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers CTC Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 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.

Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Teacher Admin ITC Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state and local funding that supports the teaching and learning along the continuum of learning environments.

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
164.11.6143.00.114.8.30	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
164.23.6143.00.114.8.30	6143 Workers' Compensation	\$79.00
164.11.6145.00.114.8.30	6145 Unemployment Compensation	\$32.00
164.11.6145.27.114.8.30	6145 Unemployment Compensation	\$54.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Cleckler-Heald Elementary's Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet challenging state academic standards and any other factors as determined by the Weslaco Independent School District. The Comprehensive Needs Assessment was reviewed on September 27, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Cleckler-Heald Elementary develops the campus improvement plan with the involvement of administration, teachers, support staff, parents, and business representatives. The following is the list of the SBDM committee who assisted in the development of the plan.

Committee	Pre-K	Kinder	1st	2nd	3rd	4th	5th	Sup.Staff / ITC
Teachers	Angie Gonzalez	Laura DeAnda	Virginia Garcia	Aracely Quintero	J. Quintanilla	Gabbi Rico	Marissa O'Bryant	David Garza
		Ashley Ramon	Rosia Vasques	Rosie Garza	M. Castillo	Frances Losoya	Tina Rivera	
Others	Principal Monica Vanderveer	CIF Myriam Zamora	Parent Specialist Irene Salas	Parent Zach Soto	Business Rep Rick Tames			
		Marylou Reyna						

2.2: Regular monitoring and revision

Cleckler-Heald Elementary's Improvement Plan remains in effect for the duration of the school year and shall be monitored and revised at least three times a year to ensure the school is giving all students the opportunity to learn in order to meet the challenging state academic standards. The plan is revised in November, January and March to ensure we include strategies based on the scores of the student benchmark assessments.

2.3: Available to parents and community in an understandable format and language

Cleckler-Heald Elementary's Improvement Plan is available to Cleckler-Heald Elementary staff, parents and the community via online in the school's website or a hard copy, which is located at 1601 W. Sugarcane Weslaco TX. The District Improvement Plan is also available for Spanish translation upon request, parents can ask for Myriam Zamora, translator.

2.4: Opportunities for all children to meet State standards

- Methods and instructional strategies that strengthen the academic school program - see pages 17-19 and 21-23
- Increased amount and quality of learning time - see pages 17-19 and 21-23
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities, and courses necessary to provide a well-rounded education - pages 17-19 and 21-23

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthen the academic school program
- Increased amount and quality of learning time
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities, and courses necessary to provide a well-rounded education

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee consists of the following members:

The Weslaco Independent School District Parent and Family Engagement Policy can be found at the [www. wisd.us](http://www.wisd.us) website, in the student handbook, at parent meetings, and at the Parental Involvement Office located at 400 S. Oklahoma Street, Weslaco, Texas.

The Weslaco Independent School District Parent and Family Engagement Policy is in Spanish and English.

3.2: Offer flexible number of parent involvement meetings

All parental involvement meetings are offered at two different times, one in the morning and one in the evening, this will allow parents the flexibility to attend what better fits their schedule.

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Curriculum Instructional Facilitator		\$87,864.00
1	2	2	Librarian Assistant		\$41,422.00
1	2	5	Teacher Assistants		\$67,092.00
1	4	1	At-Risk Teacher Assistant		\$37,200.00
1	9	1	SASI Teacher		\$5,664.00
2	1	1	Tech Lab Assistants		\$69,606.00
4	1	1	Instructional Technology Coach		\$75,447.00
Sub-Total					\$384,295.00
Budgeted Fund Source Amount					\$399,295.00
+/- Difference					\$15,000.00
Grand Total					\$384,295.00

Addendums