# Weslaco Independent School District

# Justice Raul A. Gonzalez Elementary

# 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**
Top 25 Percent: Comparative Academic Growth

# Mission Statement

**Justice Raul A. Gonzalez Elementary**

The mission of Justice Raul A. Gonzalez Elementary School is to inspire, educate, and empower students to live meaningful, joyous, positive lives by providing them with high quality instruction.

# Vision

**Justice Raul A. Gonzalez Elementary**

Justice Raul A. Gonzalez in partnership with parents and the community, will encourage children to achieve their full potential and become responsible citizens and lifelong learners.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Justice Raul A. Gonzalez Elementary is located in Weslaco, Texas. Justice Raul A. Gonzalez is one of ten elementary schools in the Weslaco Independent School District. The campus was constructed in 2002. The student population at Justice Raul A. Gonzalez Elementary is approximately 750, and serves students in grades PK through 5th grade.

According to the most recent 2016-201 TAP Report of our campus profile, 100% of our population are Hispanic, 76% are identified as At-Risk, 94% are identified as Economically Disadvantaged, and 50% Bilingual.

Justice Raul A. Gonzalez Elementary involves our community leaders during special events, such as America Goes Back to School Rally, Career Day, UIL events, SBDM committee meetings, and other different school events.

The students of Justice Raul A. Gonzalez 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 grade levels, such as the QUEST Program otherwise known as Gifted and Talented. All students are required to meet the passing standard of the four assessments of the State of Texas Assessments Academic Readiness (STAAR).

As the first year as a Leader in Me School, the students are learning to apply the 7 Habits of happy kids in their daily lives. This process is helping our students improve their leadership skills.

The current staff at Justice Raul A. Gonzalez Elementary is composed of 38 classroom teachers, 2 campus administrators, 2 counselors, 6 specialty teachers, 4 support staff, 8 para-professionals (Title I Part A Regular), 1 local, and 1 State Compensatory.

**Demographics Strengths**

At Justice Raul A. Gonzalez Elementary, our Attendance rates are comprabable to the state rate.

Justice Raul A. Gonzalez, our turnover rate for teachers is less than half of the state's rate.

At Justice Raul A. Gonzalez, the TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.

Justice Raul A. Gonzalez Elementary has many supportive parents who value the importance of education.

Justice Raul A. Gonzalez Elementary, has a supportive community that is involved and continuosly supports student achievement, community endeavers, and fundraisers.

Justice Raul A. Gonzalez Elementary, promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Craft's Club, Choir, Robotics, and Academic U.I.L.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: There is a need for improvement for for all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. **Root Cause**: Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

# 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.

2017-2018 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard - B School

| STAAR | All Students | Eco. Dis. | LEP | Sp. Ed. | Gifted and Talented | Hispanic |
|---|---|---|---|---|---|---|
| 3rd Grade Reading | 78% | 79% | 78% | * | 100% | 78% |
| 3rd Grade Math | 68% | 69% | 67% | * | 100% | 68% |
| 4th Grade Reading | 59% | 56% | 50% | * | 100% | 59% |
| 4th Grade Math | 72% | 70% | 71% | 50% | 100% | 72% |
| 4th Grade Writing | 65% | 63% | 62% | * | 100% | 65% |
| 5th Grade Reading | 86% | 85% | 80% | 50% | 100% | 86% |
| 5th Grade Math | 91% | 90% | 85% | 58% | 100% | 85% |
| 5th Grade Science | 83% | 82% | 76% | 42% | 100% | 83% |

**TELPAS**

**Kinder:**

**Number of Students Rated: 54**

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---|---|---|---|---|
| Listening | 20% | 50% | 22% | 7% |
| Speaking | 30% | 44% | 19% | 7% |
| Reading | 28% | 44% | 19% | 9% |
| Writing | 41% | 33% | 19% | 7% |

## 1st Grade:

## Number of Students Rated: 52

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---|---|---|---|---|
| Listening | 4% | 25% | 40% | 31% |
| Speaking | 8% | 19% | 60% | 13% |
| Reading | 12% | 17% | 44% | 27% |
| Writing | 10% | 40% | 33% | 17% |

## 2nd Grade:

## Number of Students Rated: 64

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---|---|---|---|---|
| Listening | 0% | 30% | 38% | 33% |
| Speaking | 0% | 28% | 42% | 30% |
| Reading | 38% | 41% | 9% | 13% |

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---------|-----------|--------------|----------|---------------|
| Writing | 20% | 42% | 27% | 11% |

## 3rd Grade:

## Number of Students Rated: 68

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---------|-----------|--------------|----------|---------------|
| Listening | 0% | 1% | 35% | 63% |
| Speaking | 0% | 12% | 22% | 66% |
| Reading | 22% | 33% | 31% | 13% |
| Writing | 7% | 37% | 34% | 22% |

## 4th Grade:

## Number of Students Rated: 56

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---------|-----------|--------------|----------|---------------|
| Listening | 2% | 9% | 16% | 73% |
| Speaking | 5% | 16% | 27% | 52% |
| Reading | 14% | 36% | 34% | 16% |
| Writing | 13% | 20% | 30% | 38% |

## 5th Grade:

## Number of Students Rated: 61

| Domains | Beginning | Intermediate | Advanced | Advanced High |
|---------|-----------|--------------|----------|---------------|
| Listening | 2% | 5% | 23% | 70% |
| Speaking | 3% | 3% | 25% | 68% |
| Reading | 8% | 22% | 41% | 29% |
| Writing | 5% | 10% | 47% | 37% |

The TELPAS Data was disaggregated, and noticed that in Kinder, our EL Students who scored Beginning decreased by 17% in the area of Reading. In First Grade we had a decrease in the beginning and Intermediate domain, and an increase of 23% in the Advanced domain. In Second Grade. we did show a significant decrease in all domains. In Third Grade, we did show an increase of 6% in the Intermediate domain, but a decrease in the Advanced and Advanced High domain. In Fourth Grade, we did show a 6% increase in the Advanced and Advanced High domain. In Fifth Grade all areas are comparable to 2016 results.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: ELL's have a 58% rate in Reading **Root Cause**: Lack of consistency and uniformed reading instruction by all staff.

**Problem Statement 2**: Economically disadvantaged and ELL's have a pass rate in writing less than a 60% **Root Cause**: Lack of consistent and uniform writing program implementation by all staff.

# School Processes & Programs

**School Processes & Programs Summary**

Justice Raul A. Gonzalez values hiring and retaining talented and effective personnel. Justice Raul A. Gonzalez uses a hiring committee consisting of administrators and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration. Teachers are given the opportunity to observe mentor teachers to provide academic support.

**School Processes & Programs Strengths**

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth
- 100 % Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Not enough parental involvement **Root Cause**: Lessons that engage parent learning on a monthly basis

# Perceptions

**Perceptions Summary**

Justice Raul A. Gonzalez has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students, teachers, parents and our community.

**Perceptions Strengths**

The faculty members at Justice Raul A. Gonzalez are committed to ensure community members and students are working towards academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education.

Our campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. This is done through phone calls or home visits.

Our campus Courtesy Committee works on building our school culture by celebrating employee successes. Teachers are rewarded with jean passes, hour lunches, recognition over the morning announcements.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: Teachers do not have the capacity to build leaders on our campus **Root Cause**: We are a 2nd year Leader In Me Campus

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- STEM/STEAM data

* Dyslexia Data

**Student Data: Behavior and Other Indicators**

* Completion rates and/or graduation rates data
* Annual dropout rate data
* Attendance data
* Discipline records
* Violence and/or violence prevention records
* Tobacco, alcohol, and other drug-use data

**Employee Data**

* Professional learning communities (PLC) data
* Staff surveys and/or other feedback
* Teacher/Student Ratio
* Campus department and/or faculty meeting discussions and data
* Professional development needs assessment data

**Support Systems and Other Data**

* Processes and procedures for teaching and learning, including program implementation
* Study of best practices

# Goals

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

**Performance Objective 1:** By Spring 2019, the students will score an 80% or higher on the Social Studies CBA's

Social Studies

**Evaluation Data Source(s) 1:** District Assessments

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):<br><br>*Concepts History<br>*Geography<br>*Economics<br>*Government<br>*Citizenship<br>*Culture<br>*Science, Technology and Society | | Campus Administrators Teachers Social Studies Specialist | Improved learning opportunities. | | | | |
| | **Funding Sources**: State Comp Ed (SCE) - 1101.08 | | | | | | |
| 2) Effective Reading Strategies in Social Studies<br><br>Integrate the application of technology to promote a blended learning environment in social studies classrooms | | Campus Administrators Teachers | Improved performance for all populations on CBA's and benchmarks. | | | | |
| | **Funding Sources**: State Comp Ed (SCE) - 2540.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 3) Workshop and training for Social Studies Teacher | | Campus Administrators Teachers Social Studies Strategist | Improve performance in benchmarks | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | | |

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

**Performance Objective 2:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Science STAAR assessment (85% or higher )
Science

**Evaluation Data Source(s) 2:** STAAR, Benchmarks, and Monitoring weekly lessons

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Community and Higher Learning Science Center Partnership (Pre-K-12)<br><br>Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development<br>*TSTC Challenger Learning Center professional development student facility tours and activities, including shuttle and space laboratory simulations, planetarium and Micronauts program<br>*UTRGV Science Department Physics science mentor ship student program, teacher professional development, Mole Day chemicals and instructional planning<br>The Valley Nature Center, Student investigations, and science club events, Science Fair | | Science Strategist Campus Administrators Department Chair Teacher Science Fair Coordinator | Improved performance for all populations on benchmarks and STAAR | | | | |
| | | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 2) Foss Science Kit and Student Textbooks (K-5)<br><br>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities<br><br>Access digital copies of each student textbook and teacher guide, student reproducibles. | | Campus Administrators Science Teachers | Improved performance for all populations on benchmarks and STAAR | | | | |
| | | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | |
| 3) Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies<br><br>Motivational Science Workbooks<br><br>Foss Kits<br><br>Stemscopes<br><br>EduSmart<br><br>3) Provide students with hands on investigation using the following consumables:<br>D Size Bateries<br>Iron Fillings<br>Sugar Cubes<br>Vegetable Oil<br>Honey<br>Corn Syrup<br>Cereal<br>Motors<br>Laser pointers<br>Skittles<br>M&M's<br>Oreo Cookies<br>4) Edusmart Science (K-12) Digital Subscriptions and software teacher-guided instructional tools to enhance instruction and maximize learning through the use of proven research-based strategies.<br>Build student concept knowledge using real | 2.4, 2.6 | Science Teachers | Improved performance for all population on benchmarks and STAAR | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| | | | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | |

| | | | |
|---|---|---|---|
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue |

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

**Performance Objective 3:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Math STAAR assessment (85% or higher )

**Evaluation Data Source(s) 3:** STAAR TEST, District Math Test, and Teacher Made Test

**Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement problem solving strategies, skills and activities. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern. | 2.4, 2.6 | Campus Administrators Math Teachers District Math Strategist | Increased Performance of students on assessments * District Benchmarks * STAAR | | | | |
| **Funding Sources**: Title 1, Part A - 79498.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 2) 2) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics<br><br>3) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.<br><br>4) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. | 2.4, 2.5, 2.6 | Campus Administrators Math Teachers | Increased Performance of students on assessments<br>* District Benchmarks<br>* STAAR | | | | |
| 5) Campus Vertical Alignment Meeting to be held every six weeks by content to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. All teachers will work towards the same goal, and improve the quality of instruction for all students. | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | |
| 3) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies:<br><br>* Region 1<br>* RGVCTM<br>*Creative Mathematics<br>*TEKS Resource System<br>*Sharon Wells<br>*Guided Math<br>*Reasoning Minds<br>*Reflex Math<br>*Imagine Math | | Campus Administrators Math Teachers | Increased Performance of students on assessments<br>* District Benchmarks<br>* STAAR | | | | |
| | **Funding Sources**: Title 1, Part A - 6693.65 | | | | | | |

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

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

**Performance Objective 4:** By Spring 2019, there will be an increase in the number of students who score at the Meets level on the Reading STAAR assessment.(85% or higher ) By Spring 2019, there will be an increase in the number of students who score at the Approach level on the Writing STAAR assessment (85% or higher)

ELA

**Evaluation Data Source(s) 4:** STAAR results, campus and district assessment Sign-In sheets, Lesson Plans, District Reading Test, Results, Campus Language Arts, Assessments, Guided Reading, Benchmark, Results SRI

**Summative Evaluation 4:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) 1) Implement a process to address TEKS, depth of knowledge, critical thinking, creative thinking, PD analytical thinking in preparation of STAAR.<br><br>* Study and review STAAR objectives and TEKS<br>* Identify STAAR objectives and TEK that need to be implemented based on teachers understanding of STAAR<br>*Provide staff development on identified objectives based on campus assessments and STAAR results<br>* Model/present research-based strategies/lessons to teachers<br>* Involve teachers in lessons | | Campus Administrators Language Arts Vertical Team Language Arts Teachers | | | | | |
| * Have teachers implement strategies lessons in the classroom attend TEKS amplification trainings<br>* Have teachers share/follow-up<br>* Have weekly CIF meetings with ELAR<br>* Teachers to address all areas, scope & sequence<br>* Model DOK with classroom libraries leveled from K-5th<br>*STAAR Mentor | **Funding Sources**: State Comp Ed (SCE) - 11365.00 | | | | | | |
| 2) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, SIPPS, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Guided Spelling, including fluency, comprehension, and vocabulary. | | Campus Administrators Teachers | Performance on the Reading and Writing assessments will improve:<br><br>* Curriculum Based Assessments<br>* District Benchmarks<br>* STAAR Assessments | | | | |
| | **Funding Sources**: State Comp Ed (SCE) - 5600.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 3) Involve students in a balanced literacy program that addressed writing and using depth and complexity and critical thinking skills to analyze the topics.<br><br>* Shared Writing Interactive<br>* Writing Journal Writing<br>* Guided Writing or Writing Workshop<br>* Independent Writing<br>* Mini-Lessons<br>*Write Time for Kids<br>*Guided Spelling<br>*Education Galaxy<br>*Being a Writer<br>*Writing Academy | 2.4, 2.5, 2.6 | Campus Administrators Teachers | Performance on the Writing assessments will improve:<br><br>* Curriculum Based Assessments<br>* District Benchmarks<br>* STAAR Assessments | | | | |
| | | **Funding Sources**: State Comp Ed (SCE) - 3475.00 | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 4) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark assessment system<br><br>Provide staff development and support on myOn and Istation.<br><br>5) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.<br><br>6) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. | 2.4, 2.5, 2.6 | Campus Administrators Teachers | Performance on the Writing assessments will improve:<br><br>* Curriculum Based Assessments<br>* District Benchmarks<br>* STAAR Assessments | | | | |
| 7) Campus Vertical Alignment Meeting to be held every six weeks by content to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. All teachers will work towards the same goal, and improve the quality of instruction for all students. | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | |

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

**Performance Objective 5:** Gonzalez Elementary will provide students with opportunities to become aware of career opportunities and the Leader in Me program.

Guidance & Counseling

**Evaluation Data Source(s) 5:** Student Survey

**Summative Evaluation 5:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) * Devote 30% of counselor's time in the are of guidance curriculum through:<br><br>-Classroom presentations<br>-Leader in Me lessons<br>-School wide programs and other special events<br>-Career and college awareness activities | 2.4, 2.5, 2.6, 3.1 | Campus Administrators Teachers Counselors | Students will be motivated to successfully complete high school and pursue a college degree. | | | | |
| | **Funding Sources**: Title 1, Part A - 30731.00 | | | | | | |
| 2) Create an anti-bullying environment by providing awareness programs for our students. | | Campus Administrators Teachers Counselors | Students will be motivated to successfully complete high school and pursue a college degree. | | | | |
| | **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | |
| 3) Implement a strong conflict resolution program that promotes positive relationships and student success.<br><br>Provide Extended Day Tutoring for 1st, 2nd and 3rd grade. | 2.4, 2.5, 2.6 | Campus Administrators Teachers Counselors | Students will be motivated to successfully complete high school and pursue a college degree. | | | | |
| | **Funding Sources**: State Comp Ed (SCE) - 8000.00 | | | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | | |

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

**Performance Objective 6:** All ELL students will be at a 90% mastery level and build a foundation of reading and math.
Bilingual

    **Evaluation Data Source(s) 6:** STAAR results and comply with all accountability results.

    **Summative Evaluation 6:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Assess all students the first 20 days of enrollment to find the student's independent, instructional and frustration levels of reading | 2.4, 2.5, 2.6 | Campus Administrators Teachers Counselors | Increase independent reading levels of all students | | | | |
| **Funding Sources**: Title 1, Part A - 20670.00, State Comp Ed (SCE) - 21792.00 | | | | | | | |
| 2) Implement model strategies to help LEP students:<br><br>* small group discussions<br>* peer tutoring<br>* use of graphic organizers<br>* vocabulary instruction<br>* differentiated instruction | 2.4, 2.5, 2.6 | Campus Administrators Counselors | Establish strong academic vocabulary foundation for ELL success | | | | |
| **Funding Sources**: State Bilingual/ESL - 0.00 | | | | | | | |
| 3) Continue implementing leveled readers in the classroom. | 2.4, 2.5, 2.6 | Campus Administrators Teachers Counselors | Establish strong academic vocabulary foundation for ELL success | | | | |
| **Funding Sources**: State Bilingual/ESL - 0.00 | | | | | | | |
| 4) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting | 2.4, 2.5, 2.6 | Campus Administrators Teachers Counselors | Increase English language proficiency level of all ELL's and increase percentage of the Advanced High TELPAS composite | | | | |
| **Funding Sources**: State Bilingual/ESL - 0.00 | | | | | | | |
| 100% = Accomplished     → = Continue/Modify     0% = No Progress     ✗ = Discontinue | | | | | | | |

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

**Performance Objective 7:** By May 2019, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. Dyslexia/Special Ed

**Evaluation Data Source(s) 7:** STAAR results

**Summative Evaluation 7:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement accommodations to assist eligible students in reading and writing | 2.4, 2.5, 2.6 | Campus Administrators Dyslexia Teacher General Ed. Teacher | Benchmark scores Six Weeks' progress report Reading and Writing STAAR | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 30013.00, Title 1, Part A - 30013.00 | | | | | | | |
| 2) Implement staff development on instructional strategies to assist in reading and writing | 2.4, 2.5, 2.6 | Campus Administrators Dyslexia Teacher General Ed. Teacher | Benchmark scores Six Weeks' progress report Reading and Writing STAAR | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue | | | | | | | |

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

**Performance Objective 8:** All student populations will achieve 100% mastery on all STAAR and increase Level III performance
Advanced Academics

**Evaluation Data Source(s) 8:** STAAR results, number of Level III students

**Summative Evaluation 8:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program. | 2.4, 2.5, 2.6 | Campus Administrators Quest Teacher Teachers | All GT students will be serviced by teachers that are in compliance with the Texas State Plan. | | | | |
| **Funding Sources**: State Gifted and Talented (G/T) - 0.00 | | | | | | | |
| 2) Monitor to ensure 100% of the classroom teachers servicing GT students have received training in the Nature and Needs Assessment of gifted students. Teachers must maintain 6 hour update yearly. | 2.4, 2.5 | Campus Administrators | All GT students will be serviced by teachers that are in compliance with the Texas State Plan. | | | | |
| **Funding Sources**: State Gifted and Talented (G/T) - 0.00 | | | | | | | |
| 100% = Accomplished      = Continue/Modify      0% = No Progress      ✗ = Discontinue | | | | | | | |

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

**Performance Objective 9:** By Spring 2019, migrant students will achieve 85% mastery on Reading and Math STAAR.
Migrant

    **Evaluation Data Source(s) 9:** STAAR results

    **Summative Evaluation 9:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th<br><br>Provide tutoring in content areas during the school day (Make Mathematics Meaningful Project Smart) Other instructional Migrant Summer Program | 2.4, 2.5, 2.6 | Campus Administrators TIM staff Teachers | Curriculum based assessment District Benchmarks STAAR Assessments | | | | |
| | **Funding Sources**: Title I, Part C - 0.00 | | | | | | |
| 2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments. | 2.4, 2.5, 2.6 | Campus Administrators TIM staff Teachers | Curriculum based assessment District Benchmarks STAAR Assessments | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | | |

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

**Performance Objective 10:** The Fine Arts will increase student participation.

Fine Arts

    **Evaluation Data Source(s) 10:** UIL rosters

    **Summative Evaluation 10:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Students will compete and have high level on success in UIL. | 2.4, 2.5, 2.6 | Administration Teachers UIL Coordinator | Successful at competitions through individual and group performance. | | | | |
| 2) Student art work/projects will be showcased at the district/campus level and community. Students will take part in a Crafts Club, and their projects will be showcased at the district/campus level and community. | 2.4, 2.5, 2.6 | Administration Art Teacher Music Teacher | Increase student participation and appreciation of the Fine Arts. | | | | |
| 3) Student Music Performance will be recognized at the district/campus level and community. Students will have an opportunity to take part in the All Star Choir. Students will participate in various performances at the district/campus level and community. | 2.4, 2.5, 2.6 | Administration Music Teacher | Increase student participation and appreciation of the Fine Arts. | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 100% = Accomplished | | → = Continue/Modify | | 0% = No Progress | | ✗ = Discontinue | | |

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

**Performance Objective 11:** The school libraby wil be a user-friendly information center that will provide equal, open, and flexible access to students personnel, parents and the community.
Library

       **Evaluation Data Source(s) 11:** Library Circulation Statistics

       **Summative Evaluation 11:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement reading promotions and school clubs that foster a love of reading and produce responsible citizens: <br><br> *2x2 Reading List <br> *Texas Bluebonnet Award Program <br> *Spelling Bee <br> *National Children's Book <br> *National Library Week <br> *Get Caught Reading <br> *Dot Day <br> *Battle of the Books | 2.4, 2.5, 2.6 | Librarian Library Assistants | | | | | |
| | | **Funding Sources**: State Comp Ed (SCE) - 50663.00 | | | | | |
| 2) Librarian will encourage Reading through: <br> *Accelerated Reading - AR <br> *Leader in Me <br> *Author Visits | 2.4, 2.5, 2.6 | Librarian Library Assistnant Classroom Teachers | STAAR scores <br> AR points | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✕ = Discontinue | | | | |

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

**Performance Objective 12:** By Spring 2019, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system to create and support student and staff learning the the classrooms and labs.

Technology

**Evaluation Data Source(s) 12:** STAAR results

**Summative Evaluation 12:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide a variety of technology media and methods for delivery of instruction. Purchase additional mobile technology and try to achieve a 1 to 1 computer - student ratio. | 2.4, 2.5, 2.6 | Principal Campus Technology Coordinator Computer Lab Technology Asst. | Computer Lab Reports District Assessments | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 89430.00 | | | | | | | |
| 2) Ensure that students use technology as a tool to solve problems, create original products and communicate effectively by providing them with more "hands on" Technology tools | 2.4, 2.5, 2.6 | Principal Campus Technology Coordinator Computer Lab Technology Asst. | Computer Lab Reports District Assessments | | | | |
| **Funding Sources**: Title II Part D - 0.00 | | | | | | | |
| 3) Implement Accelerated Reader to enhance students' reading. Purchase and use early reading, phonics, and phonemic awareness with the use of software and internet resources. | 2.4, 2.5, 2.6 | Principal Campus Technology Coordinator Computer Lab Technology Asst. | Computer Lab Reports District Assessments | | | | |
| **Funding Sources**: Title II Part D - 0.00 | | | | | | | |
| 100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue | | | | | | | |

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

**Performance Objective 1:** Gonzalez Elementary staff and students will incorporate in their classroom, presentations, and activities.

**Evaluation Data Source(s) 1:** The campus will receive and Advanced level 4 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 |
| 1) 1) Gonzalez staff will be provided with profession training on campus with computer software programs, blended learning, Google Apps and integration of technology in their daily lessons, Differentiated Learning, and incorporate blended learning environments.<br><br>2) Provide teachers with colorbands training to become knowledgeable with data, and how to track student's growth. | 2.4, 2.5, 2.6 | Administration CTC | Sign-In Sheets<br>T-Tess Domains increased from previous year. | | | | |
| 2) Students in PK-5th grade will use technology to develop reading and math skills. Technology will include chromebooks, televisions, IPADS, computer-desktops, document cameras, media carts, and mounted projectors. | 2.4, 2.5, 2.6 | Administration CTC Teacher | Benchmarks, weekly test, Reading levels, STAAR scores, Report cards | | | | |
| 3) The campus will continue with the Leader in Me training and anti-bullying campaign. Students will be provided lessons and teachers will continue to attend staff development in these areas. | 2.4, 2.5, 2.6 | Administration Teacher | | | | | |
| 100% = Accomplished     → = Continue/Modify     0% = No Progress     ✗ = Discontinue | | | | | | | |

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

**Performance Objective 1:** Strengthen and increase our parental involvement and community engagement in schools.

**Evaluation Data Source(s) 1:** Surveys and Parent Advisory Council

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, and social media.<br><br>Teacher will print out the parent/teacher conference form to review grades, attendance, student's growth and data. | 2.4, 2.5, 2.6, 3.2 | Administration Community Aide Counselors Teachers | When parents are engaged and participate in campus activities. | | | | |
| **Funding Sources**: Title 1, Part A - 27485.00, State Comp Ed (SCE) - 22344.00 | | | | | | | |
| 2) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3 | 2.4, 2.5, 2.6, 3.2 | Administration Community Aide Counselors Teachers Librarian | When parents are engaged and participate in campus activities. | | | | |
| **Funding Sources**: Title 1, Part A - 19677.00 | | | | | | | |
| 3) Continue to implement a system for tracking participation and volunteer hours. Parents will be recognized for their participation. | 3.2 | Administration Community Aide | When parents are engaged and participate with campus events. | | | | |
| 4) Ensure Title I Parental Program Meetings, Orientations for Staff and Parent Volunteers on how parents can promote 21st Century Learning. | 3.2 | Administration Community Aide Librarian Nurse Counselors | When parents are engaged and participate with campus events. | | | | |
| 100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue | | | | | | | |

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

**Performance Objective 2:** Establish a network of community partners that will enhance the parental involvement program

**Evaluation Data Source(s) 2:** Sign-In's Annual Health Fair and Volunteer Logs

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Gonzalez Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair) | 3.2 | Campus Administrators Community Aide Counselors Teachers | When parents are engaged and participates in campus activities. | | | | |
| **Funding Sources**: Title 1, Part A - 34636.00 | | | | | | | |
| 2) Building stronger relationships with higher educations institutions: STC, UTRGV, TSTC, and Texas A&M extension services: so parents can be knowledgable in the planning and preparation for college.<br><br>America Goes Back To School Rally<br><br>Love My School Day | 2.4, 2.5, 2.6 | Campus Administrators Community Aide Counselors Teachers | When parents are engaged and participates in campus activities. | | | | |
| 100% = Accomplished     → = Continue/Modify     0% = No Progress     ✕ = Discontinue | | | | | | | |

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

**Performance Objective 1:** All students will be taught by highly qualified and state certified teachers through professional development opportunities.

**Evaluation Data Source(s) 1:** Eduphoria and sign-in sheets

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide mentors and training for new teachers. | 2.4, 2.5 | Campus Administrators Teachers | Mentor assignments Feedback | | | | |
| **Funding Sources**: Title II Part A - 0.00 | | | | | | | |
| 2) Provide appropriate job-related training for personnel. | 2.4, 2.5 | Campus Administrators Teachers Staff | Sign-In sheets Evaluations Feedback | | | | |
| 3) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam. | 2.5, 2.6 | Administration Bilingual Chairs | An increase in bilingual certified teachers | | | | |
| 4) Research and created a staff awards and incentive program. | 2.5 | Adminisrration | Retain Teachers | | | | |
| 100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue | | | | | | | |

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

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 3 | Workshop and training for Social Studies Teacher |

# State Compensatory

## Budget for Justice Raul A. Gonzalez Elementary:

| Account Code | Account Title | Budget |
|---|---|---|
| **6100 Payroll Costs** | | |
| 164.11.6119.27.106.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | $69,761.00 |
| 164.11.6129.00.106.8.30 | 6129 Salaries or Wages for Support Personnel | $21,042.00 |
| 164.11.6129.27.106.8.30 | 6129 Salaries or Wages for Support Personnel | $18,148.00 |
| 164.11.6129.80.106.8.30 | 6129 Salaries or Wages for Support Personnel | $29,263.00 |
| 164.12.6129.36.106.8.30 | 6129 Salaries or Wages for Support Personnel | $49,163.00 |
| 164.23.6129.00.106.8.30 | 6129 Salaries or Wages for Support Personnel | $21,594.00 |
| 164.11.6141.27.106.8.30 | 6141 Social Security/Medicare | $1,012.00 |
| 164.11.6141.80.106.8.30 | 6141 Social Security/Medicare | $424.00 |
| 164.12.6141.36.106.8.30 | 6141 Social Security/Medicare | $713.00 |
| 164.23.6141.00.106.8.30 | 6141 Social Security/Medicare | $313.00 |
| 164.11.6142.00.106.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6142.27.106.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6142.80.106.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.12.6142.36.106.8.30 | 6142 Group Health and Life Insurance | $11,558.00 |
| 164.23.6142.00.106.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.23.6143.00.106.8.30 | 6143 Workers' Compensation | $65.00 |
| 164.11.6143.00.106.8.30 | 6143 Workers' Compensation | $63.00 |

| Account Code | Account Title | Budget |
|---|---|---|
| 164.11.6143.27.106.8.30 | 6143 Workers' Compensation | $210.00 |
| 164.11.6143.80.106.8.30 | 6143 Workers' Compensation | $88.00 |
| 164.12.6143.36.106.8.30 | 6143 Workers' Compensation | $147.00 |
| 164.11.6145.27.106.8.30 | 6145 Unemployment Compensation | $63.00 |
| 164.11.6145.80.106.8.30 | 6145 Unemployment Compensation | $26.00 |
| 164.12.6145.36.106.8.30 | 6145 Unemployment Compensation | $44.00 |
| 164.23.6145.00.106.8.30 | 6145 Unemployment Compensation | $19.00 |
| 164.11.6145.00.106.8.30 | 6145 Unemployment Compensation | $19.00 |
| 164.11.6146.00.106.8.30 | 6146 Teacher Retirement/TRS Care | $474.00 |
| 164.11.6146.27.106.8.30 | 6146 Teacher Retirement/TRS Care | $2,252.00 |
| 164.11.6146.80.106.8.30 | 6146 Teacher Retirement/TRS Care | $951.00 |
| 164.12.6146.36.106.8.30 | 6146 Teacher Retirement/TRS Care | $1,106.00 |
| 164.23.6146.00.106.8.30 | 6146 Teacher Retirement/TRS Care | $486.00 |
| | **6100 Subtotal:** | **$252,120.00** |

**6200 Professional and Contracted Services**

| Account Code | Account Title | Budget |
|---|---|---|
| 163-11-6219-00-106-8-23 | 6219 Professional Services | $17,000.00 |
| 164.13.6219.57.106.8.30 | 6219 Professional Services | $405.00 |
| 164.11.6299.57.106.8.30 | 6299 Miscellaneous Contracted Services | $1,205.00 |
| 164.23.6299.57.106.8.30 | 6299 Miscellaneous Contracted Services | $135.00 |
| | **6200 Subtotal:** | **$18,745.00** |

**6300 Supplies and Services**

| Account Code | Account Title | Budget |
|---|---|---|
| 164.11.6399.00.106.8.30 | 6399 General Supplies | $18,750.00 |
| 164.11.6399.57.106.8.30 | 6399 General Supplies | $441.00 |
| | **6300 Subtotal:** | **$19,191.00** |

# Personnel for Justice Raul A. Gonzalez Elementary:

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Anna Rios | Library Aide | State Compensatory | |
| David Ortegon | Coordinator Campus Technology | State Compensatory | |
| Edna Perez | Instructional Aide Pre-Kinder | State Compensatory | |
| Kevin Pacheco | Library Aide | State Compensatory | |
| Kristyn Monette | Technology Aide | State Compensatory | |
| Leticia Chapa | Instructional Aide Special Ed | State Compensatory | |
| Natasha Caballero | At Risk Attendance Clerk | State Compensatory | |
| Ninfa Garcia | Instructional Aide Pre-Kinder | State Compensatory | |

# Title I Schoolwide Elements

# ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

## 1.1: Comprehensive Needs Assessment

The Justice Raul A. Gonzalez Elementary comprehensive needs assesment was reviewed on October 26, 2018.

# ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

SAIP (CIP) Committee

1. Rosa Garcia Principal

2. Zulema Garza CIF

3. Carmen Jimenez Counselor

4. David Ortegon CTC

5. Carina Cantu Teacher

6. Sarahi Valdez Teacher

7. Claudia Quiroz Teacher

8. Maria Garcia Teacher

9. Yolanda Marichalar Teacher

10. Laura Ortega Teacher

# 2.2: Regular monitoring and revision

The Campus Improvement Plan for Justice Raul A. Gonzalez Elementary was revised or evaluated for the 18-19 school year on November 12, 2018

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

The Justice Raul A. Gonzalez Elementary Campus Improvement Plan is located on campus in the main office and at our Parental Involvement Room. You can also find the Campus Improvement Plan in the District's website (wisd.us) or on the Gonzalez Elementary website (gonzalez.wisdus)

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Miss R. Garcia at (956) 969-6760. Rosie Maldonado, counselor, is the person who serves as translator at Justice Raul A. Gonzalez Elementary.

# 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging State Academic standards (TEKS) can be found on the following pages of the campus improvement plan:

pages: 15-21

pages: 23-26

# 2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic school program can be found on the following pages of our campus improvement plan:

- Increase amount and quality of learning time **See page 22**
  Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities and courses necessary to provide a

## 2.6: Address needs of all students, particularly at-risk

Meeting the needs of all students and of those at risk of not passing the challenging State Academic Standards.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee

1. Alex Aguilar Community Aide

2. Zulema Garza CIF

3. Erica Valdez Parent

4. Jessica Cabrera Parent

The Justice Raul A. Gonzalez Parent and Family Engagement Policy can be found at the gonzalez.wisd.us website, in the student handbook, at parent meetings, and at the Parental Involvement Room.

The Justice Raul A. Gonzalez Parent and Family Engagement Policy can be translated into Spanish. Please see Rosie Maldonado, counselor, the person who serves as the translator at Justice Raul A. Gonzalez Elementary.

## 3.2: Offer flexible number of parent involvement meetings

At Justice Raul A. Gonzalez Elementary, we shall offer a flexible number of meetings, such as meetings in the morning or evening, and provide with funds provided by Title I, Part A, transportaion, child care, or home visits, as such services related to parental involvement.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Alexandra Aguilar | Community Aide | Title I Part A | |
| Delma Munoz | Instructional Aide Special Ed. | Title I Part A | |
| Leticia Chapa | Instructional Aide Special Ed. | Title I Part A | |
| Minerva Solis | Media Aide | Title I Part A | |
| Nelda Cuellar | Counselor Aide | Title I Part A | |
| Sylvia Arreola | LVN | Title 1 Part A | |
| Zulema Garza | Campus Instructional Facilitator | Title 1 Part A | |

# 2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Rosa Garcia | Principal |
| Classroom Teacher | Christine Jasso | Pre-Kinder Teacher |
| Classroom Teacher | Carina Cantu | Kinder Teacher |
| Classroom Teacher | Sarai Valdez | 1st Grade Teacher |
| Classroom Teacher | Claudia Quiroz | 2nd Grade Teacher |
| Classroom Teacher | Maria Garcia | 3rd Grade Teacher |
| Classroom Teacher | Laura Ortega | 5th Grade Teacher |
| Non-classroom Professional | Kevin Warren | Specialty Teacher/PE |
| Non-classroom Professional | Kristen Ancelin | Special Education Teacher |
| Business Representative | Ida Linda Garcia | Business Representative |
| Community Representative | David J Garza | Community Representative/Agent |
| Business Representative | Marta Caballero-Rincon | Business Representative |
| Community Representative | Federico Salazar | Community Representative |

# Campus Funding Summary

| | | | **State Comp Ed (SCE)** | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | TEKS/STAAR Framework, State Adopted Textbook Interdisciplanry Unit Maps, Globes, Newspapers, Periodicals and Field Trip Experiences. | | $1,101.08 |
| 1 | 1 | 2 | | | $2,540.00 |
| 1 | 1 | 3 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 4 | 1 | STAAR Instructional Mentor Salary | | $11,365.00 |
| 1 | 4 | 2 | | | $5,600.00 |
| 1 | 4 | 3 | Writing Academy | | $3,475.00 |
| 1 | 4 | 4 | | | $0.00 |
| 1 | 5 | 2 | | | $0.00 |
| 1 | 5 | 3 | | | $8,000.00 |
| 1 | 6 | 1 | PreK Instructional Aide Salary | | $21,792.00 |
| 1 | 7 | 1 | Special Ed Instructional Aide Salary | | $30,013.00 |
| 1 | 11 | 1 | Library Aide Salary | | $26,829.00 |
| 1 | 11 | 1 | Library Aide Salary | | $23,834.00 |
| 1 | 12 | 1 | Coordinator-Campus Technology Salary | | $70,532.00 |
| 1 | 12 | 1 | Technology Aide Salary | | $18,898.00 |
| 3 | 1 | 1 | At-Risk Attendance Clerk Salary | | $22,344.00 |

| State Comp Ed (SCE) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Sub-Total** | $246,323.08 |
| | | | | **Budgeted Fund Source Amount** | $352,086.00 |
| | | | | **+/- Difference** | $105,762.92 |
| | | | | **Grand Total** | $246,323.08 |