

Weslaco Independent School District
Cleckler-Heald Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Top 25% Student Progress
Top 25% Closing Performance Gaps



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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleckler-Heald Elementary is located in Weslaco, Texas. Cleckler-Heald Elementary School is one of eleven elementary schools in Weslaco ISD. The campus was constructed in 1994. The student population at Cleckler-Heald Elementary School is approximately 850 and serves students in grades PK through 5th.

According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 81% 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.

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.

2015-2016 STAAR Summary 3rd - 5th Grade Tested

Met Standard

STAAR	All Students	Eco	Dis	LEP	Sp. Ed	Gifted and Talented	Hispanic
3rd Grade Reading	74%	72%	65%	40%	100%		75%
3rd Grade Math	78%	76%	65%	60%	100%		78%
4th Grade Reading	84%	80%	70%	40%	100%		83%
4th Grade Math	80%	79%	78 %	40 %	100%		80 %
4th Grade Writing	71%	66%	54 %	30 %	100%		71 %
5th Grade Reading	82 %	78 %	67 %	40 %	100%		82 %
5th Grade Math	91%	89 %	83 %	80 %	100%		91 %
5th Grade Science	81 %	76 %	67 %	47 %	100%		80 %

Student Academic Achievement Strengths

1. Cleckler-Heald received 4 Distinction Designations
2. Cleckler - Heald Bilingual students showed great improvements on their STAAR scores
3. Leader in Me Campus
- 4.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 8% of 4th grade students received a "Masters" level on the Writing STAAR **Root Cause:** Many teachers in the lower grades are not focusing on writing.

Problem Statement 2: In 3rd Grade Reading 32% of the students did not meet the required score to pass the STAAR. **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: In 4th Grade Math 21% of the students did not meet the required score to pass the STAAR. **Root Cause:** Students are lacking many fundamental skills, such as addition, subtraction, regrouping, and the academic vocabulary needed to pass.

Problem Statement 4: Only 57% of the Special Education students in 3rd to 5th grade meet the "Approaches" level on Reading STAAR. **Root Cause:** Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read.

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

- Teacher's years of service
- Teacher's education
- Low teacher turnover rate
- Bilingual Certified Teachers
- Liag Trained Teachers
- GT Core Trained Teachers

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: 80% or more of Cleckler-Heald students will demonstrate a "Meets" performance on the STAAR Science tests. A minimum of 40% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be required to participate in district and campus Science Fair to develop their inquiry skills.</p>	1	Administration Teacher	<p>Formative Science fair projects Participants</p> <p>Summative Science Fair results campus representation</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Students will attend science field trips to create the prior knowledge needed to understand a particular topic.</p> <p>*Physical Science *Earth Science *Earth and Space *Life Science</p>	1	Administrators Teachers	<p>Formative Classwork, science journals,</p>				
<p>Critical Success Factors CSF 1</p> <p>3) 5th grade students will do minimum of of 40% of the instructional week will be devoted to standards based inquiry science instruction.</p> <p>**Labs**</p>	1	Administration Science Teachers	<p>Formative Classwork, Science Journals, Quizzes, Stem-Scopes</p> <p>Summative STAAR Scores</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Students will use Study Island and Science Mentoring books to help improve Science scores.</p>	1	Administration Science Teachers	Formative Classwork, Science Journals, Quizzes, Stem-Scopes				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: 80% or more of Cleckler-Heald students will demonstrate a "Meets" performance on the STAAR reading and Writing tests. A minimum of 40% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 2: STAAR Scores

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students in Pre-kinder through second grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of classroom audio library.</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018</p>	1	Principal Facilitator Asst Principal Teachers Support Staff	<p>Formative: Benchmark test results MyON reports BOY, MOY & EOY Fountas and Pinell Reports</p> <p>Summative: EOY Istation Report STAAR Scores</p>				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: Title 1, Part A - \$0.00</p>							
<p>PBMAS Critical Success Factors CSF 1</p> <p>2) All limited proficient student, including parental denials, in grades Kinder through Fifth will be administered the TELPAS to monitor that adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the Reading section of this instrument after having received SIOP strategies</p>	1	Principal CIF Bilingual Administrator Bilingual teachers Counselor	<p>Formative Benchmarks</p> <p>Summative TELPAS</p>				

<p>System Safeguard Strategy</p> <p>3) Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.</p>	1, 9	Principal CIF Teachers Teacher Assistant Substitute Teacher					
<p>Problem Statements: Student Academic Achievement 1, 2</p> <p>Funding Sources: Title 1, Part A - \$6,000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>4) Students in Kinder to 2nd grade will increase their reading fluency and comprehension through use of A to Z readers and MyOn. These books will be used during homework practice.</p>	1	Principal CIF Teachers Parents	Formative Fountas and Pinnell Testing Summative EOY reading level				
<p>Critical Success Factors CSF 1</p> <p>5) Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance.</p> <p>1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Collages</p>	1	Principal CIF Teachers Parents	Formative Projects Summative EOY student performance on benchmarks				
<p>Critical Success Factors CSF 1</p> <p>6) Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading, and STAAR Master</p>	1	Principal CIF Teachers Parents	Formative Benchmarks and CBAs Summative STAAR Scores				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Only 8% 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.</p>
<p>Problem Statement 2: In 3rd Grade Reading 32% of the students did not meet the required score to pass the STAAR. 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.</p>
<p>Problem Statement 4: Only 57% of the Special Education students in 3rd to 5th grade meet the "Approaches" level on Reading STAAR. Root Cause 4: Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read.</p>







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: 80% or more of Cleckler-Heald students will demonstrate a "Meets" performance on the STAAR Math tests. A minimum of 40% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 3: STAAR Scores

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>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.</p>	1	Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
Problem Statements: Student Academic Achievement 3							
<p>Critical Success Factors CSF 1</p> <p>2) 4th Grade Math teachers will begin a "Blended Classroom". This program will ensure small group instruction.</p> <p>-Khan Academy -Study Stacks -Study Island -Reflux Math -Prodogy</p>	1						
<p>Critical Success Factors CSF 1</p> <p>3) Students in 3rd to 5th grade will increase their math comprehension through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading, and STAAR Master</p>	1	Administration Teachers CIF Math Strategist	Formative Benchmarks and CBAs Summative STAAR Scores				
Problem Statements: Student Academic Achievement 3							

<p align="center">Critical Success Factors CSF 1</p> <p>4) 3rd to 5th Grade students will use Study Island to help increase their scores.</p>	1	Administration Teachers	Formative Benchmarks and CBAs Summative STAAR Scores				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 3: In 4th Grade Math 21% of the students did not meet the required score to pass the STAAR. Root Cause 3: Students are lacking many fundamental skills, such as addition, subtraction, regrouping, and the academic vocabulary needed to pass.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: Cleckler-Heald Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Source(s) 4: PBMAS Report

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>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.</p>	1, 9	Administration Migrant Teacher Assistant Parent Liason	Formative: Campus Reports Report Cards Summative: EOY Status				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1</p> <p>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</p>		Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 2: In 3rd Grade Reading 32% of the students did not meet the required score to pass the STAAR. **Root Cause 2:** Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read, when they enter 3rd grade.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: 60% or more of 3rd - 5th Grade Special Education Cleckler-Heald students will demonstrate an "Approaches" performance on the STAAR reading test.

Evaluation Data Source(s) 5: STAAR Scores

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.	1	Administration Special Education Teachers	Formative CBAs, Benchmarks, Fountas & Pinell testing Summative STAAR Scores				
System Safeguard Strategy Critical Success Factors CSF 1 2) Reading Camps for Special Education students will be conducted during the 2nd, 4th, and 5th six weeks to review necessary skills.	1	Administration Special Education Teachers Teachers	Formative CBAs, Benchmarks, Fountas & Pinell testing Summative STAAR Scores				
Problem Statements: Student Academic Achievement 4							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 4: Only 57% of the Special Education students in 3rd to 5th grade meet the "Approaches" level on Reading STAAR. Root Cause 4: Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read.


Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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

Evaluation Data Source(s) 1: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Cleckler-Heald staff will be provided with professional training on campus computer software programs, blended learning, Google Apss and integration of technology in their daily lessons.</p>	1, 4	Administration CTC	<p>Sign in sheets</p> <p>T-Tess Domains increased from previous year</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, speakers, laminators, scanners, and mounted projectors.</p>		Adminitration Teacher CTC	<p>Formative: Benchmarks, weekly tests, technology progress reports</p> <p>Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards</p>				
<p>Critical Success Factors CSF 1</p> <p>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</p>	1	Administration CTC Teacher					




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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

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

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and CTC will complete lessons in order to ensure students are well informed and understand what Common Sense Media is.		Principal CTC Teachers CIF					
							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for 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 Source(s) 1: Parental involvement sign in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee</p>	1, 6	Administrators Parent liaison					
<p>Critical Success Factors CSF 5</p> <p>2) Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p>	1, 6	Administrators Parent liaison					
<p>Critical Success Factors CSF 5</p> <p>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</p>	1, 6	Administrators Parent liaison Teacher					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

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

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All - STAAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students		Teacher Principal CIF Secretary Media Aide Attendance Clerk					
<p>Critical Success Factors CSF 5</p> <p>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.</p> <p>An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.</p>		Teacher Principal CIF Secretary Media Aide Attendance Clerk					
<p>Critical Success Factors CSF 5</p> <p>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</p>		Teacher Principal CIF Secretary Media Aide Librarian					







Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

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

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) 1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018</p>	1, 4	Administration Teachers Language Arts Strategists Bilingual Director	<p>Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR PLC Training Grade Level Meetings</p>				
Problem Statements: Student Academic Achievement 1, 2							
<p>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.</p>		Administration Teachers District Content Strategists	<p>Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR PLC Training Grade Level Meetings</p>				

<p>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.</p>		<p>Administration Teachers CTC</p>	<p>Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>	
<p>Problem Statement 1: Only 8% of 4th grade students received a "Masters" level on the Writing STAAR</p>	<p>Root Cause 1: Many teachers in the lower grades are not focusing on writing.</p>
<p>Problem Statement 2: In 3rd Grade Reading 32% of the students did not meet the required score to pass the STAAR. 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.</p>	

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	3	Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.
1	5	1	Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.
1	5	2	Reading Camps for Special Education students will be conducted during the 2nd, 4th, and 5th six weeks to review necessary skills.
4	1	1	1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2017 - May, 2018

State Compensatory

Budget for Cleckler-Heald Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.114.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,308.00
164.13.6119.00.114.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,430.00
164.11.6129.27.114.8.30	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.12.6129.00.114.8.30	6129 Salaries or Wages for Support Personnel	\$30,821.00
164.23.6129.00.114.8.30	6129 Salaries or Wages for Support Personnel	\$26,393.00
164.11.6141.00.114.8.30	6141 Social Security/Medicare	\$526.00
164.11.6141.27.114.8.30	6141 Social Security/Medicare	\$875.00
164.13.6141.00.114.8.30	6141 Social Security/Medicare	\$1,036.00
164.23.6141.00.114.8.30	6141 Social Security/Medicare	\$383.00
164.11.6142.00.114.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.11.6142.27.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.114.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6143.00.114.8.30	6143 Workers' Compensation	\$79.00
164.11.6143.00.114.8.30	6143 Workers' Compensation	\$108.00
164.11.6143.27.114.8.30	6143 Workers' Compensation	\$235.00
164.12.6143.00.114.8.30	6143 Workers' Compensation	\$92.00
164.13.6143.00.114.8.30	6143 Workers' Compensation	\$214.00
164.11.6145.00.114.8.30	6145 Unemployment Compensation	\$32.00
164.11.6145.27.114.8.30	6145 Unemployment Compensation	\$54.00

164.12.6145.00.114.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.114.8.30	6145 Unemployment Compensation	\$64.00
164.23.6145.00.114.8.30	6145 Unemployment Compensation	\$24.00
164.11.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$816.00
164.11.6146.27.114.8.30	6146 Teacher Retirement/TRS Care	\$1,820.00
164.12.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$693.00
164.13.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$1,607.00
164.23.6146.00.114.8.30	6146 Teacher Retirement/TRS Care	\$594.00
6100 Subtotal:		\$251,054.00
6200 Professional and Contracted Services		
164.13.6219.57.114.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.114.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Cleckler-Heald Elementary:

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

Title I

Schoolwide Program Plan

Weslaco ISD has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Weslaco ISD has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with teacher leaders and others. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths and problem statements and they asked clarifying questions. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. The following are activities we

utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Investigate how manipulatives are used in the various core areas.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group to determine our program's effectiveness in meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by highly effective teachers include:

1. Provide time off for targeted, high-quality professional development.
2. Provide an effective mentoring system for new teachers and teachers new to our school.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff and those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs and quality feedback.
6. Provide time for teachers to observe each other in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Weslaco ISD utilizes high-quality and ongoing professional development to ensure teachers and others are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Weslaco ISD follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the district recruiting procedures that are located at the WISD Human Resources office.

6: Strategies to increase parental involvement

Weslaco ISD understands that authentic, parental engagement is a major key to students' success. The Parent Involvement Director leads a campus parent advisory team. Each year, we strive to ensure that the composition of this parent advisory team mirrors the composition of our student population so that we are able to hear opinions and ideas from as many different groups as possible. This group provides feedback for parental engagement strategies. Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team has been charged to think about how activities and projects impact families' busy home lives and help the school make better decisions about how to increase and strengthen parental engagement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Weslaco ISD understands the importance of creating strategies to assist students with other transitions. District staff collaborates with campus staff to provide orientation sessions for parents, campus visits, pre-registration sessions with the counselors, etc. so that students will have an easy transition from one campus to another.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current and assessment data that describe student achievement. The data often come from less formal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is represented in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic programs by analyzing the progress of our students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

In addition to STAAR results, teachers collect and analyze current and assessment data that describe student achievement. The data often come from less formal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is represented in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic programs by analyzing the progress of our students.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title I district, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program

and helping all students reach Meets Standard and Masters Standard levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most federal, state and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title I program.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Monica Vanderveer	Principal
Administrator	Myriam Zamora	CIF
Administrator	Mary Lou	CIF
Classroom Teacher	Eva Guerra	Kinder Teacher
Classroom Teacher	Angie Gonzalez	PreK Teacher
Classroom Teacher	Elizabeth Acevedo	1st Grade Teacher
Classroom Teacher	Crystal Zepeda	2nd Grade Teacher
Classroom Teacher	Indiria Mejia	2nd Grade Teacher
Classroom Teacher	Cecilia Aguirre	3rd Grade Teacher
Classroom Teacher	Veronica Garcia	3rd Grade Teacher
Classroom Teacher	Claudia Mata	4th Grade Teacher
Classroom Teacher	Melissa Cavazos	4th Grade Teacher
Classroom Teacher	Diamond Garza	5th Grade Teacher

Campus Funding Summary

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Audio Books and CD Players		\$0.00
1	2	3	Study Island for 3rd-5th Grade Students		\$5,000.00
1	2	3	STAAR Master Booklet		\$1,000.00
Sub-Total					\$6,000.00
Grand Total					\$6,000.00