

Ynes B. Escobar Elementary

Campus Improvement Plan 2016-2017



Buckaroos Are Ropin' Success!

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We, the members of the **Ynes B. Escobar Elementary Site-Based**

Decision Making Council (SBDM, have assisted in the development of this

Campus improvement plan and are firmly committed to its implementation for the

2016-2017.

Chair: Edgar Garza, Principal

Pre-Kinder Representative: Janet Resendez Kinder Representative: Norma Cordova 1st Grade Representative: Lilliana Olivares 2nd Grade Representative: Maribel Garza 3rd Grade Representative: Jerry Gonzalez 4th Grade Representative: Alma Garza 5th Grade Representative: Nora Garza Community Representative: Elsa Marisol Barrera

Non-Teaching Representative: Carmelita Cantú Elizabeth Guerra Anna Guillen Manuel M. Lopez

Ynes B. Escobar Elementary Vision and Mission Statement

At Ynes B. Escobar Elementary, our vision and mission is to meet STAAR/STAAR ALT 2 criteria in Index 1, 2, 3, and 4: a to obtain distinction designation in Academic Achievement In Reading/ELA and Math, and a top 25% student progress: as well as to achieve a yearly attendance average of 99% or higher in order to produce college and career ready students.

Making a Difference in 2016-2017 Campus Goal: To receive a "MEET Standard" rating with one or more distinction designations.

YBE will:

1. Continue to improve systems and procedures for monitoring instruction, curriculum, data desegregation, and the campus improvement plan.

2. Review, revise, and improve on the curriculum to incorporate the state objectives (written, taught, tested) and the formative assessment process (revise/create common assessments).

3. Prepare staff to meet student needs.

4. Plan and deliver instruction based on data.

5. Address the needs of our special populations (i.e., special education, at-risk, migrant, English-language learners, economically disadvantaged, Dyslexia, Gifted and Talented)

6. Improve on parental involvement.

7. Continue to establish a Safe and secure learning environment.

Roma ISD Mission

As a dynamic community committed to the achievement of student excellence, Roma I.S.D. will provide the necessary resources and services including: facilities, personnel, finances, technology, and curriculum to ensure an equitable and quality education in a safe environment so that all students can achieve their greatest potential.

Roma ISD Vision

Roma I.S.D., a dynamic community committed to the achievement of student excellence

Roma ISD Core Values

As a result oriented community committed to excellence, we will adhere to the following values:

Accountability Leadership Pride & Respect Flexibility Perseverance Unity

2016-2017 Campus Profile

Principal-1 Associate Principal-1 Counselor-1 Facilitator-1 **Classroom Teachers-26 Regular Resource Teachers-1** Physical Education Teachers-2 Special Education Teachers-3 **Instructional Aides-15** Parent Volunteers-3 Librarian-1 Librarian Aide-1 LVN Nurse-1 Nurse's Aide-1 **Computer Proctor-1** Secretary-1 Clerk-4 Custodians-7 Security Officers-3 33- Certified **31-** Bachelors 11- Masters 0-Doctoral

Campus Initiatives

| Curriculum | Utilize the Professional Learning Community in order to make all high qualified and highly effective. |
|------------|---|
| Curriculum | Implement an intensive writing program in all grade level in order to develop students writing skills to improve student's performance in STAAR/STAAR ALT 2 Writing at grade 4. |
| Curriculum | Implement an intensive reading program in all grade level in order to develop students reading skills to improve student's performance in STAAR/STAAR ALT 2 Reading at grades 3, 4 and 5. |
| Curriculum | Assess student's performance in Reading, Writing, Math, Social Studies, and Science at all grade levels with the six weeks exams. |
| Curriculum | Continue to promote Character Education through classroom motivational activities. |

Performance Indicators

Y. B. Escobar Elementary Comparative Table

Y.B. ESCODAR Elementary Comparative Table

| 3rd Grade Comparative Table | | 12-13 Report | 13-14 Report | 14-15 Report | 15-16 Report | 17-18 Projection |
|--------------------------------|---------|-----------------|-----------------|-----------------|-----------------|---------------------|
| | | STAAR | STAAR | STAAR | STAAR | STAAR |
| | RATING | | | | | |
| FAKS / STAAR | Reading | 79% | 80% | 94% | 85% | 90%+ |
| All Students: | Math | 75% | 82% | 80% | 90% | 90%+ |
| Economic | Reading | 80% | 78% | 93% | 86% | 90%+ |
| Disadvantaged: | Math | 75% | 82% | 82% | 91% | 90%+ |
| Hispanic | Reading | 79% | 80% | 94% | 85% | 90%+ |
| Students: | Math | 75% | 82% | 80% | 90% | 90%+ |
| | Reading | 79% | 78% | 93% | 86% | 90%+ |
| -EP | Math | 76 | 82 | 81 | 90 | 90%+ |
| | Reading | 79% | 80% | 94% | 85% | 90%+ |
| Fitle I | Math | 75% | 82% | 80% | 90% | 90%+ |
| | Reading | 79% | 80% | 94% | 85% | 90%+ |
| vligrant | Math | 75% | 82% | 80% | 90% | 90%+ |
| | Reading | 100% | 100% | 100% | 100% | 90%+ |
| G/T | Math | 100% | 100% | 100% | 100% | 90%+ |
| | Reading | 79% | 78% | 93% | 86% | 90%+ |
| At Risk | Math | 75% | 82% | 81% | 90% | 90%+ |
| | Reading | n/a | n/a | n/a | n/a | 90%+ |
| Monitored 1&2 | Math | n/a | n/a | n/a | n/a | 90%+ |

| 4th Grade Comparative Table | | 12-13 | 13-14 | 14-15 | 15-16 | 17-18 |
|--------------------------------|---------|--------|--------|--------|--------|------------|
| | | Report | Report | Report | Report | Projection |
| | | STAAR | STAAR | STAAR | STAAR | STAAR |
| | RATING | | | | | |
| AKS / STAAR | Reading | 65% | 76% | 96% | 74% | 90%+ |
| I Students: | Math | 51% | 69% | 54% | 81% | 90%+ |
| | Writing | 76% | 74% | 89% | 83% | 90%+ |
| conomic | Reading | 62% | 78% | 96% | 74% | 90%+ |
| sadvantaged: | Math | 47% | 68% | 53% | 79% | 90%+ |
| | Writing | 75% | 74% | 90% | 81% | 90%+ |
| spanic | Reading | 65% | 76% | 96% | 74% | 90%+ |
| tudents: | Math | 51% | 69% | 54% | 81% | 90%+ |
| | Writing | 76% | 74% | 89% | 83% | 90%+ |
| | Reading | 53% | 72% | 95% | 70% | 90%+ |
| P | Math | 57% | 47% | 82% | 83% | 90%+ |
| | Writing | 65% | 68% | 89% | 81% | 90%+ |
| | Reading | 65% | 76% | 96% | 74% | 90%+ |
| tle I | Math | 51% | 69% | 54% | 81% | 90%+ |
| | Writing | 76% | 74% | 89% | 83% | 90%+ |
| | Reading | 65% | 76% | 96% | 74% | 90%+ |
| igrant | Math | 51% | 69% | 54% | 81% | 90%+ |
| | Writing | 76% | 74% | 89% | 83% | 90%+ |
| | Reading | 100% | 88% | 100% | 100% | 90%+ |
| /т | Math | 100% | 88% | 100% | 100% | 90%+ |
| | Writing | 100% | 100% | 100% | 100% | 90%+ |
| | Reading | 53% | 72% | 95% | 70% | 90%+ |
| Risk | Math | 57% | 47% | 82% | 83% | 90%+ |
| | Writing | 65% | 68% | 89% | 81% | 90%+ |
| | Reading | 95 | 93 | 100 | 100 | 90%+ |
| onitored 1&2 | Math | 100% | 100% | 100% | 100% | 90%+ |
| | Writing | 100% | 100% | 100% | 100% | 90%+ |

| Elementar | v Schoo |
|-----------|---------|
| Elementar | y Schoo |

Comparative Table

| 5th Grade Comparative Table | | 12-13 Report | 13-14 Report | 14-15 Report | 15-16 Report | 17-18 Projection |
|--------------------------------|---------|-----------------|-----------------|-----------------|-----------------|---------------------|
| | | STAAR | STAAR | STAAR | STAAR | STAAR |
| | RATING | | | | | |
| TAKS/STAAR | Reading | 61% | 68% | 87% | 89% | 90%+ |
| All Students: | Math | 64% | 76% | 67% | 88% | 90%+ |
| | Science | 94% | 83% | 76% | 86% | 90%+ |
| Economic | Reading | 59% | 67% | 69% | 86% | 90%+ |
| Disadvantaged: | Math | 61% | 77% | 69% | 75% | 90%+ |
| - | Science | 93% | 82% | 72% | 94% | 90%+ |
| Hispanic | Reading | 61% | 68% | 73% | 86% | 90%+ |
| Students: | Math | 64% | 76% | 67% | 88% | 90%+ |
| | Science | 94% | 83% | 75% | 86% | 90%+ |
| | Reading | 56% | 54% | 67% | 82% | 90%+ |
| LEP | Math | 59% | 66% | 62% | 73% | 90%+ |
| | Science | 94% | 83% | 75% | 86% | 90%+ |
| | Reading | 61% | 68% | 73% | 86% | 90%+ |
| Title I | Math | 64% | 76% | 67% | 88% | 90%+ |
| | Science | 94% | 83% | 75% | 86% | 90%+ |
| | Reading | 61% | 68% | 73% | 86% | 90%+ |
| Migrant | Math | 64% | 76% | 67% | 88% | 90%+ |
| | Science | 94% | 83% | 75% | 86% | 90%+ |
| | Reading | 100% | 100% | 100% | 100% | 90%+ |
| G/T | Math | 100% | 80% | 86% | 100% | 90%+ |
| | Science | 100% | 100% | 100% | 100% | 90%+ |
| | Reading | 56% | 54% | 67% | 82% | 90%+ |
| At Risk | Math | 59% | 66% | 62% | 73% | 90%+ |
| | Science | 94% | 83% | 75% | 86% | 90%+ |
| | Reading | 89% | 100% | 100% | 100% | 90%+ |
| nitored 1&2 | Math | 100% | 100% | 100% | 100% | 90%+ |
| | Science | 100% | 100% | 100% | 100% | 90%+ |

Roma Independent School District

Y. B. Escobar Elementary

Annual Performance Objectives

| | | | All Students | | | |
|---------------------------|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| Performance Indicators | Grade Level | Performance Data 2012-2013 | Performance Data 2013-2014 | Performance Data 2014-2015 | Performance Data 2015-2016 | Performance Projected 2016-2017 |
| Reading | 3 rd | 79% | 80% | 94% | 85% | 90%+ |
| Math | 3 rd | 75% | 82% | 80% | 90% | 90%+ |
| Reading | 4^{th} | 65% | 76% | 96% | 74% | 90%+ |
| Math | 4^{th} | 51% | 69% | 54% | 81% | 90%+ |
| Writing | 4 th | 76% | 74% | 89% | 83% | 90%+ |
| Reading | 5 th | 61% | 68% | 73% | 89% | 90%+ |
| Math | 5 th | 64% | 76% | 67% | 88% | 90%+ |
| Science | 5 th | 94% | 83% | 75% | 86% | 90%+ |
| Reading (Combined) | 3 rd -5th | 69% | 77% | 88% | 83% | 90%+ |
| Math (Combined) | 3 rd -5th | 72% | 76% | 79% | 86% | 90%+ |
| Attendance | K-5 th | 98% | 98% | 98% | 98% | 90%+ |
| Dropout Rate | K-5 th | 0% | 0% | 0% | 0% | 0%+ |

Campus Budget 2016-2017

| 405 At Risk Students Id'ed |
|-------------------------------|
| |
| 101 |
| |
| \$3,630 |
| \$3,630 |
| |
| \$1,452 |
| \$1,452 |
| \$4,356 |
| |
| \$4,356 |
| |
| \$1,129 |
| \$1,129 |
| |
| Total for #101 |
| \$10,567 |
| |
| l |
| |

2016-2017 State Compensatory Education Campus Budget

| Special Program | Budget Allocation |
|---|-------------------|
| Title I Part A (211) | \$10,188.00 |
| Title I Part C (212 Mig) | \$7,412.00 |
| Title II Part A (255) | \$4,338.00 |
| Title III Part A (263) | \$17,822.00 |
| Gifted and Talented (199) | \$9,443.00 |
| State Bilingual (199) | \$8,562.00 |
| State Compensatory (199) | \$10,567 |
| Regular Special Ed (199) | \$143,920.00 |
| IDEA-B Formula (Sp. Ed. Program 255) | \$66,040.00 |
| Campus Total | \$280,836.00 |

House Bill 5 Section 45 School District Evaluation Performance and Student Management Compliance

| YOUR LOGO CAN GO HERE | SCHOOL DISTRICT EVALUATION OF PERFORMANCE IN COMMUNITY AND STUDENT ENG 2015- 2016 House Bill 5 Section 46 | | | | AGEMENT; COMPLIANCE | | | |
|--|--|---|---------------------|------------------|---------------------|-----------|--|--|
| Indicator | District: Campus: | Roma ISD Ynes B. Escobar Elementary | | 2015-2016 Rating | | | | |
| a | Program/ | | Unacceptable | Acceptable | Recognized | Exemplary | | |
| plianc | Fine arts | | | | | Exemplary | | |
| Com | Wellness an | nd Physical Education | | | Recognized | | | |
| nent; | Community a | and Parental Involvement | | | Recognized | | | |
| Student and Community Engagement; Compliance | 21st Century | Workforce Development | | 8 | | Exemplary | | |
| | Dropout Prev | vention Strategies | | | | Exemplary | | |
| unmr | Second Lang | uage Acquisition | | <i>K</i> | 8 8 | Exemplary | | |
| Com | Digital Learr | ning Environment | | <u>.</u> | Recognized | | | |
| it and | Educational | Programs for Gifted and Talented | | | | Exemplary | | |
| uden | | Statutory Reporting | and Policy Requirer | ments | | | | |
| St | | with statutory reporting and policy requirements by teria that was developed by a local committee: | LEA | | Yes | | | |
| | | Overall Rating | | | | Exemplary | | |

Each school district shall evaluate the district's performance of each campus in the district by August 8 of each year. The districts shall report the

Ynes B. Escobar Elementary Needs Assessment Survey Results January 2016

Ynes B. Escobar Elementary top priority is student excellence. Our responsibility is to graduate students who have the necessary skills and are ready to take on the challenge to become members of the work force, attend and graduate from a university or trade school, or serve their country by enlisting in any of the five armed service branches. We therefore, conduct an annual Comprehensive Needs Assessment (CNA) that identifies our strengths and weaknesses. All teachers complete this assessment.

Roma ISD and Ynes B. Escobar Elementary conducted its annual survey of the Comprehensive Needs Assessment on January 21, 2016. Campus administration made surveys available to the professional staff for their input. <u>A total of 31 survey were submitted and tabulated</u>.

- I. Demographics: 4.89
- II. Student Achievement: 4.97
- III. School Culture and Climate: <u>4.92</u>
- IV. Staff Quality and Professional Development: 4.55
- V. Curriculum and Instruction Assessment: <u>4.87</u>
- VI. Family and Community Involvement: <u>4.91</u>
- VII. School Context and Organization: 4.63
- VIII. Technology: <u>4.67</u>
- Campus Average: <u>4.80</u>

Campus Rating: High

The CNA identifies the following strengths and weaknesses for the following indicators: demographics, student achievement, school culture and climate, staff quality/professional development, curriculum & instruction and assessment, family and community involvement, school context and organization and technology.

Below is a summary of the findings.

I. Demographics: 4.89

The professional staff gave this section the highest overall rating. The use of DMAC, the TeXEIS for attendance and gradebook as user friendly programs allowed them assess to locate and analyze data on state and local test results.

II. Student Achievement: 4.97

This section received the 2nd highest rating. Teachers attribute student achievement to several factors: the PLC process which allows teachers to share and analyze student data, read articles that inform them of strategies that other teachers use, allows grade level/ subject area concerns to be resolved; another factor noted was the availability of DMAC that allows staff to have access to student's state and local data in a timely manner which is then used as feedback during the PLC. Teachers did note that the challenge to increase student achievement is an ongoing process.

III. School Culture and Climate: 4.92

This section was considerable high as compared to last year. The professional staff made to comments but in talking to the staff the emphasized that the administrative staff was available to accommodate to the needs of the students and staff. The staff says the there was always an opportunity for professional growth. The staff is considerably happy with the high expectations set for the students and especially the staff.

IV. Staff Quality and Professional Development: 4.55

This section was rated one of the lowest. The professional staff have always stated the need for professional staff development opportunities and variety of topics. They did signify the available staff develop available at the initial start of the school year, but the topic are not relevant to the need of the district. Reading, math, writing and science are the need of the district. Reading and Math interventions trainings, grade levels professional development on STAAR/STAAR ALT 2 in general should be addressed.

V. Curriculum & Instruction and Assessment: 4.87

This section had the third highest rating at the campus. It is due partly to the effort the district investment in this core area. The PLC process is a vital component to the success of Curriculum and Instruction and Assessment.

VI. Family and Community Involvement: 4.91

Campus and community involvement is on-going agenda at the campus. The high rating indicates compliance. The school counselor plays an important role in the success of this component. Through her migrant and GT budgets parents turn out in abundance to parental meeting involving various topics throughout the school year.

VII. School Context and Organization: 4.63

The professional staff had positive comments about the new playgrounds and fencing around some of the campuses. Mentioned as concerns: the need to have maintenance on playground equipment and temperature of rooms is not comfortable (either too cold or too hot)

VIII. Technology: 4.67

Even though the average of this indicator is still in the range of the campus high scale, this section was rated as one of the lowest when compared to the other indicators. The lack of professional staff development on areas of technology was lacking in order for the district to maintain the technological edge. Upgrading and obtaining additional computer hardware and especially servers. Server at the campus have technically died or had become obsolete to serve the needs of the campus. Upgrading teacher laptops is a need due to the fact that a laptop life span is 5 year. Most of our laptops are over 5 years. Campus budget does not the purchase of the hardware.

Roma Independent School District Needs Assessment Instrument

| Car | npus: Date: | |
|------|---|---------|
| | Roma ISD Comprehensive Needs Asse | ssment |
| I. | Demographics | Average |
| II. | Student Achievement | |
| III. | School Culture and Climate | |
| IV. | Staff Quality/Professional Development | _ |
| v. | Curriculum & Instruction and Assessment | _ |
| VI. | Family and Community Involvement | _ |
| VII. | School Context and Organization | _ |
| VIII | . Technology | _ |

Needs Assessment Survey Category

| Category Average | School Rating |
|------------------|---------------|
| 4.5 – 5.00 | High |
| 4.0 – 4.49 | Above Average |
| 3.0 – 3.99 | Average |
| 2.0 – 2.99 | Below Average |
| 1.0 – 1.99 | Low |

Roma ISD Comprehensive Needs Assessment

Rate your current educational program by scoring each statement on the scale of 1 (not in place) to 5 (in place). **Please rate each item and total the scores for each category.**

| I. Demographics | (1) Not in Place (5) In Place |
|--|-------------------------------|
| 1. Student demographic information is analyzed. | 12345 |
| 2. Attendance information is analyzed. | 1 2 3 4 5 |
| 3. Teachers know the demographic breakdown of their classroom. | 1 2 3 4 5 |
| 4. Teachers are able to identify struggling students in their classroom. | 12345 |
| | TOTAL: |

| Comments: | | | |
|-----------|------|------|--|
| | | | |
| | | | |
| | | | |
| | | | |

| II. Student Achievement | (_) |
|---|-----------|
| 1. Test data is disaggregated and analyzed. | 1 2 3 4 5 |
| Teachers have access to assessment data on a timely basis to facilitate instructional planning. | 1 2 3 4 5 |
| Test data results are compared to local, regional, and state results to evaluate program effectiveness. | 12345 |
| Promotion and Retention data, Completion rate, Graduation rate, and Dropout rate is analyzed. | 12345 |
| | TOTAL: |
| Comments: | |
| | |
| | |
| Last Revised: 1/6/14 | |

(1) Not in Place (5) In Place

Page 1

| | (1) Not in Place (5) In Place |
|--|-------------------------------|
| III. School Culture and Climate | |
| Student and teacher interactions are positive and lead to student success. | 12345 |
| 2. Teachers effectively work and communicate with administrators. | 1 2 3 4 5 |
| Parental involvement is viewed as an important factor in school improvement. | 1 2 3 4 5 |
| High expectations and emphasizing academic achievement are communicated to staff members, students and parents/community. | 1 2 3 4 5 |
| Standards for learning for our students are rigorous, challenging, and attainable. | 1 2 3 4 5 |
| Students are expected to meet recognized standards of learning established jointly by special programs and regular teachers. | 1 2 3 4 5 |
| All school staff members believe that all students can and will learn, provided the necessary time / resources are in place. | 1 2 3 4 5 |
| 8. PLC's are an integral part of the district. | 1 2 3 4 5 |
| | TOTAL: |
| Comments: | |
| | |

| | (1) Not in | Place | (5 |) In Place |
|--|------------|-------|----|------------|
| IV. Staff Quality/Professional Development | | | | |
| Emphasis is given to staff development training and staff members participate in planning of the training. | 1 | 23 | 4 | 5 |
| Staff development opportunities are relevant to the instructional program. | 1 | 23 | 4 | 5 |
| 3. Staff development is supported with time and other necessary resource | es. 1 | 23 | 4 | 5 |
| 4. Staff development addresses instructional issues and priorities. | 1 | 23 | 4 | 5 |
| Staff development evaluation emphasizes improvement of instruction and increased student achievement. | 1 | 23 | 4 | 5 |
| 6. Instruction is delivered by highly qualified professional staff. | 1 | 23 | 4 | 5 |
| | т | TAL | | |
| Comments: | | | | |
| | | | | _ |

Last Revised: 1/6/14

(1) Not in Place (5) In Place

| V. Curriculum & Instruction and Assessment | ., |
|---|-----------|
| The necessary materials and resources are available to teachers for teaching skills and concepts. | 1 2 3 4 5 |
| Teachers effectively implement a variety of instructional methods and strategies. | 1 2 3 4 5 |
| 3. Teachers and students make effective use of class time. | 1 2 3 4 5 |
| Teachers effectively implement strategies to keep students successfully engaged in appropriate learning levels. | 12345 |
| Instructional programs for special populations effectively address the needs of the students at high academic standards. | 12345 |
| All students have access to effective instructional strategies and challenging academic content. | 12345 |
| Instructional leaders promote and carefully monitor practices (curriculum alignment, student assessment, professional training). | 12345 |
| Teachers' instructional objectives, activities, materials, and assessments are aligned with Federal and State educational programs. | 12345 |
| Methods of assessing special populations are reliable and valid and closely aligned with program goals and objectives. | 12345 |
| Assessment data is reviewed periodically and results are used to make decisions regarding instructional changes. | 1 2 3 4 5 |
| Goals and desired outcomes are stated in measurable terms and communicated to teachers, students, and parents. | 12345 |
| 12. Multiple assessment measures are used. | 12345 |
| | |

TOTAL: _____

Comments:_____

Last Revised: 1/6/14

| | (1) Not in Place | (5) In Place |
|---|------------------|--------------|
| VI. Family and Community Involvement | | |
| Procedures for parental involvement are clearly communicated to parents and used consistently. | 123 | 4 5 |
| 2. There is frequent communication between parents and staff. | 123 | 4 5 |
| Parents are informed of their responsibilities for the success of their children using various methods. (students' handbook, trainings meetings, website, local media, etc) | , 123 | 4 5 |
| Communication with the parents is done in the primary language of the parents. | 123 | 45 |
| 5. Parent meetings are done at least three times a year. | 123 | 4 5 |
| 6. Parents are encouraged to volunteer in school. | 1 2 3 | 4 5 |
| | тота | L: |
| Comments: | | |

| | (1) Not in Place | (5) In Place |
|--|------------------|--------------|
| VII. School Context and Organization | | |
| 1. School facilities meet safety standards for all students and staff. | 123 | 45 |
| School facilities are developmentally appropriate for students in order to carry out our instructional goal. | 123 | 4 5 |
| School facilities promote a positive and active learning environment (classroom size, lighting, temperature, noise level, location, traffic, etc). | 123 | 4 5 |
| 4. School facilities are well maintained. | 1 2 3 | 45 |
| 5. The decision-making process utilizes data from various sources. | 123 | 4 5 |
| Site Based Decision Making is an integral part of the decision making process at the campus. | 123 | 4 5 |
| Instructional leaders recognize and celebrate the contributions of all stakeholders. | 123 | 4 5 |
| Administrators are viewed by teachers as having relevant instructional expertise as well as management skills. | 123 | 4 5 |
| | TOTAL | |
| Comments: | | |
| | | |
| | | - |

Last Revised: 1/6/14

| VIII. Technology | (1) Not in Place (5) In Pla |
|--|-----------------------------|
| The delivery of instruction is enhanced through the integration of technology at the classroom level. | 1 2 3 4 5 |
| Various strategies are implemented to integrate technology into the instructional program. | 1 2 3 4 5 |
| Staff development sessions focus on improving the use of effective technology integrations in the classroom. | 1 2 3 4 5 |
| 4. Teachers are proficient in the use of technology in the classroom. | 1 2 3 4 5 |
| Teachers make effective use of available hardware and software to enhance the delivery of instruction. | 12345 |
| Technology infrastructure and networks are updated and upgraded as needed. | 1 2 3 4 5 |
| | TOTAL: |
| Comments: | |

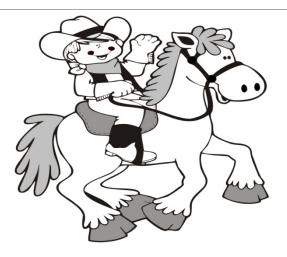
Last Revised: 1/6/14

BOARD APPROVED: OCTOBER 20, 2016

20

Title I, Part A School-Wide Program

| Component | # |
|--|---------|
| Comprehensive Needs Assessment | 1 (NA) |
| School-wide Reform Strategy | 2 (SA) |
| High Qualified Teacher | 3 (TM) |
| Professional Development | 4 (PD) |
| High Quality Highly Qualified Teachers | 5 (TM) |
| Parental Involvement | 6 (PI) |
| Transition From Early Childhood | 7 (TR) |
| Include Teachers in the Decision Making | 8 (DM) |
| Effective Time Additional Assistance | 9 (ET) |
| Coordination and Integration between federal, state and local services and programs. | 10 (CI) |



All Students Reading Writing Math Science Social Studies

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Reading Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 Mid Year R-83%, W-83%, M-86% R-90%, W-90%, M-90%, S-86% S-90% | May 2017 R-90%, W-90%, M-90%, S-90% |
|--|---|
|--|---|

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--|---|--|-----------|---|-----------|
| June 2016 August 2016 | Analyze and desegregate student's reading test data. STAAR/STAAR ALT 2/ TELPAS Benchmarks | Teachers Edgar Garza Carmelita Cantu Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 1 NA |
| August 2016 to September 2013 | 2. Provide staff development on reading strategies for all grades and align curriculum vertically and horizontally. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 3 TM |
| Daily | 3. Emphasize STAAR/STAAR ALT 2/TEKS Reading objectives in all content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | -0- | Six Weeks Assessments State Assessments Results Daily Reading Scores | 4 PD |
| August 2016 To July 2013 | 4. Revise Reading Six Weeks Assessment to be administered at the end of each six weeks. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 4 PD |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Reading Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 R-83%, W-83%, M-86% S-86% | Mid Year R-95%, W-95%, M-95%, S- 95% | May 2017 R-100%, W-100%, M-100%, S-100% |
|--|--|--|
|--|--|--|

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------|--|-----------------|--------------------|---------------------------|-----------|
| August | 5. Develop Reading | Teachers | \$3000 | Six Weeks Assessments | 4 PD |
| 2016 | Strategies through staff | Manuel Lopez | Title Funding | State Assessments Results | |
| То | development session that | | | Daily Reading Scores | |
| May 2017 | focus on low performing | | | | |
| | students. | | | | |
| August | 6. Reading timelines will be | Teachers | \$0 | Six Weeks Assessments | 1 NA |
| 2016 | utilized to meet | Edgar Garza | | State Assessments Results | |
| То | STAAR/STAAR ALT | Manuel Lopez | | Daily Reading Scores | |
| May 2017 | 2/TEKS objectives. | Carmelita Cantu | | | |
| August | 7. Enrichment services | Teachers | AR Funding | Six Weeks Assessments | 2 SA |
| 2016 | provided for students in PK- | Edgar Garza | Title Funding | State Assessments Results | |
| То | 5 th grade during P.E period, | Manuel Lopez | State Comp | Daily Reading Scores | |
| May 2017 | after school, Saturday morning | Carmelita Cantu | \$36000/ semester | | |
| | academies. Enrichment | | | | |
| | services provided for K | | | | |
| | students during P.E time. | | | | |
| August | 8. Utilize the Success Maker | Teachers | Technology Funding | Six Weeks Assessments | 9 ET |
| 2016 | program for all students. | Edgar Garza | Title Funding | State Assessments Results | |
| То | Students will attend a 20 | Manuel Lopez | \$3000 | Daily Reading Scores | |
| May 2017 | minute daily session. | Carmelita Cantu | | | |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Reading Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 R-83%, W-83%, M-86% S-86% | Mid Year R-86%, W-91%, M-90%, S-79% | May 2017 R-90%, W-91%, M-90%, S-80% |
|--|--|--|
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------|-------------------------------|------------------|---------------|---------------------------|-----------|
| August | 9. Provide fluency | Teachers | Title Funding | Six Weeks Assessments | 9 ET |
| 2016 | Intervention through Read | Edgar Garza | \$1200 | State Assessments Results | |
| То | Naturally in grades | Manuel Lopez | | Daily Reading Scores | |
| May 2017 | PK-5. | Carmelita Cantu | | | |
| August | 10. Provide staff | Teachers | Title Funding | Six Weeks Assessments | 4 PD |
| 2016 | development on analyzing | Edgar Garza | \$500 | State Assessments Results | |
| То | reading test data and to find | Manuel Lopez | | Daily Reading Scores | |
| May 2017 | intervention resources for | Carmelita Cantu | | | |
| | students that are performing | | | | |
| | below grade level in reading. | | | | |
| August | 11. Provide in service to | Elizabeth Guerra | Title Funding | Six Weeks Assessments | 6 PI |
| 2016 | parents on STAAR/STAAR | Manuel Lopez | \$500 | State Assessments Results | |
| То | ALT 2 Reading strategies and | | | Daily Reading Scores | |
| May 2017 | how to help their children. | | | | |
| August | 12. Supplement the | Teachers | \$0 | Six Weeks Assessments | 9 ET |
| 2016 | accelerated reading program | Edgar Garza | | State Assessments Results | |
| То | for students in need with the | Manuel Lopez | | Daily Reading Scores | |
| May 2017 | use of the fluency and | Carmelita Cantu | | | |
| - | comprehension program with | | | | |
| | Read Naturally. | | | | |

| Student Population: | All Students | | | | | |
|---------------------------------|---|--|--|--|--|--|
| Indicator: | Reading Cur | Reading Curriculum (continued) | | | | |
| Objective: | To improve the level of student performance as noted. | | | | | |
| May 2016 R-83%, W-83%, M-869 | ⁄o, S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S-100% | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|---|-------------------------|---|-----------|
| August 2016 To May 2017 | 13. Students will keep a reading contract log to record all books read throughout the year. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| August 2016 | 14. Provide staff development on research based assessment data interpretation. | Edgar Garza Manuel Lopez Carmelita Cantu. | Title Funding \$1500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 15. Provide resource classes to service all students who are low performing as indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Edgar Garza Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| August 2016 To May 2017 | 16. PK and Kindergarten teachers will collaborate through vertical alignment PLC to assure the PK reading curriculum is sufficient to assure success of all PK students in kindergarten. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 7 TR |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Reading Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---|--|--|--------------------------|---|--------------|
| August 2016 To May 2017 | 17. Provide students incentives for all students who mastered all areas of six weeks exams. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| Every Six Weeks through May 2017 | 18. Purchase instructional supplies and materials to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$20000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 8 DM |
| August 2016 To May 2017 | 19. Implement vocabulary- building strategies PK-5. Provide staff development focused on Vocabulary Development. | Edgar Garza Teachers Carmelita Cantú Manuel López Teachers | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| Every Six Weeks through May 2017 | 20. Implement reading accommodation strategies for all 504 students as indicated in IAP. | Teachers Elizabeth Guerra Carmelita Cantú | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| Every Six Weeks through May 2017 | 21. PK students will visit kindergarten classroom every six weeks. | Edgar Garza Teachers Carmelita Cantu Manuel Lopez Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 7 TR |

| Student Population: | All Students |
|----------------------------|--|
| Indicator: | Writing Curriculum |
| Objective: | To improve the level of student performance as noted |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|------------------|---|--------------|
| August 2016 | 1. Instruction by highly qualified teachers. | Teachers Edgar Garza | District Funding | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 3 TM |
| August 2016 To May 2017 | 2. Provide an opportunity for teachers to share writing with author's voice to emphasize what is expected in STAAR/STAAR ALT 2 writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM 2 SA |
| Daily | 3. Implement journal writing daily at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 4. Use Dolch and Frequently used word lists to increase student vocabulary. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | -0- | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | Mid Year | | May 2017 | |
|---------------------|----------------|----------------------------|--|--------------------------------|--|
| R-83%, W-83%, M-86% | , S-86% R-95%, | R-95%, W-95%, M-95%, S-95% | | R-100%, W-100%, M-100%, S-100% | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|---|----------------------|
| August 2016 To May 2017 | 5. Provide staff development training on grammar and composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1200 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 4 PD |
| August 2016 To May 2017 | 6. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 7. Implement writing timelines at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 FM 2 SA 5 TM |
| August 2016 To May 2017 | 8. PK-5 th grade students will utilize a thesaurus/dictionary while practicing composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 7 TR |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-85% | R-100%, W-100%, M-100%, S-100% | |
| | | | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|---|--|---------------------------------|--|----------------------|
| August 2016 To May 2017 | 9. Analyze and desegregate data in PPK-5th at the end of the six weeks in writing using six weeks | Teachers Edgar Garza Manuel Lopez | Title Funding \$5000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals | 2 SA |
| August 2016 To May 2017 | assessments. 10. Make modifications to the writing curriculum emphasizing SE not mastered in six weeks assessments. | Carmelita Cantu Teachers Facilitator | \$0 | PLC's Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET 5 TM 2 SA |
| December 2013 To May 2017 | 11 Provide enrichment activities for students experiencing difficulties mastering the writing process. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET 4 PD |
| August 2016 To May 2017 | 12. Use grade appropriate writing software, including Writing Academy software to increase student's mastery in writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding Part D \$1,000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET 4 PD |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|------------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--|--|--|------------|---|--|
| August 2016 To May 2017 August 2016 To May 2017 | 13. Students will publish works using technology. 14. Purchase materials and supplies to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's Six Weeks Assessments State Assessments Results Formative/Summative Evals | 2 SA 9 ET 4 PD 8 DM 9 ET 4 PD |
| August 2016 To May 2017 | 15. Integrate writing throughout content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | PLC's Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 DM 9 ET 4 PD |
| August 2016 To May 2017 | 16. Implement writing accommodations for 504 students based on IAP. | Teachers Edgar Garza Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET 4 PD |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-----------|---|-----------|
| August 2016 To May 2017 | 17. Instructional by highly qualified and effective teachers. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 3TM |
| Summer 2013 | 18. Provide staff development training for composition writing with The Writing Academy at Kemah, TX. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$3500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 5 TM |

| August 2016 To May 2017 | 19. Provide an opportunity for teachers to share writing strategies that include all stages of the writing process with author voice to emphasize STAAR/STAAR ALT 2 expectations. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
|-------------------------------|--|---|-----|---|------|
| August 2016 To May 2017 | 20. Implement writing accommodations for 504 students based on IAP. | Teachers Edgar Garza Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 21. PK and Kindergarten teachers will collaborate through vertical alignment PLC to assure the PK writing curriculum is sufficient to assure success of all PK students in kindergarten. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 7 TR |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Math Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|---|---|-----------|
| August 2016 To May 2017 | 1. Utilize TEKING Toward the STAAR/STAAR ALT 2 as a resource to cover math TEKS. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1300 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 2. Develop math strategies that focus on low performance areas. (PK-5) | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| June-July 2013 | 3. Align the Math Curriculum emphasizing the TEKS/STAAR/STAAR ALT 2 objectives with strong emphasis on objective not mastered as indicated by STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding Summer Curriculum Budget \$1,200 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2SA |
| August 2016 To May 2017 | 4. Develop lessons that will address the math TEKS/STAAR/STAAR ALT 2 through the technology offered through the Success Maker program. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$3000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |

| Student 2 | Population: All Stude | ents | | | | | |
|---|---|--|-----------|--|---|-----------|--|
| Indicato | Indicator: Math Curriculum (continued) | | | | | | |
| Objective: To improve the level of student performance as noted. | | | | | | | |
| May 2016 R-83%, W-83%, M-86%, S-86% | | Mid Year R-95%, W-95%, M-95%, S-95% | | May 2017 R-100%, W-100%, M-100%, S-100% | | | |
| Timeline | Strategy | Staff | Resources | | Evaluation | Component | |
| August 2016 To May 2017 | 5. Provide accelerated enrichment services to all students during PE twice a week, after school and Saturdays. | Edgar Garza Carmelita Cantu Manuel López Teachers | \$0 | State Ass | Assessments essments Results e/Summative Evals | 9 ET | |
| August 2016 To May 2017 | 7. All students will work on daily story problems and compile them into a portfolio for further reviews. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | | 2 SA | |
| August 2016 | 8. Implement Math Vocabulary daily, and include in portfolio for further reviews. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | | 2 SA | |
| Every Six Weeks | 9. Develop a list of websites to include in our school website to enrich math curriculum. | Carmelita Cantu Manuel López Counselor Teachers | \$0 | Six Weel State Ass | eks Assessments cs Assessments eessments Results e/Summative Evals | 2 SA | |
| August 2016 To May 2017 | 10. By the end of the school year all 2 nd grader will know there multiplication facts in order to be successful in the STAAR/STAAR ALT 2 Math in 3 rd grade. | Carmelita Cantu Manuel López Counselor Teachers | \$0 | State As | eks Assessments sessments Results eading Scores | 2 SA | |

| Student Po | pulation: All Students | | | | | |
|---|--|--|----------------------|--|-------------------|--|
| Indicator: | Indicator: Math Curriculum (continued) | | | | | |
| Objective: To improve the level of student performance as noted. | | | | | | |
| R-83%, W | May 2016 -83%, M-86%, S-86% | Mid Year R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-10 | | | • | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 11. Teachers will provide incentives at the end of each six weeks for students who mastered the math six weeks exams. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA | |
| Every Six Weeks | 12. Analyze six weeks assessment data. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | s DM | |
| August 2016 To May 2017 | 13. Develop an enrichment curriculum based on six weeks assessment data and previous yea STAAR/STAAR ALT 2 data | Edgar Garza Manuel Lopez r Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8DM s | |
| August 2016 To May 2017 | 14. Implement math accommodation for all 504 students as indicated in IAP. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM 2 SA s | |
| August 2016 To May 2017 | 15. Purchase materials and supplies to meet goals and objectives. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$2500 State Comp | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM 2 SA s | |
| August 2016 To May 2017 | 21. PK and Kindergarten teachers will collaborate through vertical alignment PLC to assure the PK math curriculum is sufficient to assure success of all PK students in kindergarten. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | s 7 TR | |

| Student Population: | All Students | | | | |
|----------------------------|---|-------------------|-------|--------------------------------|--|
| Indicator: | Science Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | | May 2017 | |
| R-83%, W-83%, M-86%, S-86% | | 5%, W-95%, M-95%, | S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|--|--|--|--------------|
| August 2016 Through May 2017 | 1. Develop and utilize science timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District Funds \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 4 PD |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks, following the TEKS. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 4 PD |
| August 2016 To May 2017 | 3. Maintain the science lab by replacing consumable materials. | Teachers Manuel Lopez | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 4 PD |
| August 2016 To May 2017 | 4. Scheduled 2nd-4th classes to attend the science lab weekly. | Edgar Garza Manuel Lopez Carmelita Cantú | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 5. Provide professional staff development on selected science topics. | Manuel Lopez Carmelita Cantú | \$1500 Title II | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 4 PD |

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| Student Population: | All Students | All Students | | | | |
|----------------------------|--------------|---|--------------------------------|--|--|--|
| Indicator: | Science Cur | Science Curriculum (Continued) | | | | |
| Objective: | To improve | To improve the level of student performance as noted. | | | | |
| May 2016 Mid Year May 2017 | | | May 2017 | | | |
| R-83%, W-83%, M-86%, S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|---|--------------------------------------|--|----------------------|
| August 2016 Through May 2017 | 6. Introduce, define, and discuss science vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 7. Assess all 5 th grade students every six weeks in science using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET |
| August 2016 To May 2017 | 9. Implement a daily 60 minutes science period for 5 th grade students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 9 ET |
| August 2016 To May 2017 | 10. Build up PK and kindergarten science curriculum to reflect questioning and rigor of the 5 th grade STAAR/STAAR ALT 2 test. | Teachers Manuel Lopez Carmelita Cantu. | \$500 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 5 TM 7 TR |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| | May 2016 | | | Mid Year | May 2017 |
|--------|----------|-------|-------|-----------------------------------|--------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% R-100% | , W-100%, M-100%, S-100% |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|---|--|--|-----------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM |
| August 2016 To May 2017 | 13. Develop a campus vertical science PLC team to represent the campus at a district's meeting | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| August 2016 To May 2017 | 21. PK and Kindergarten teachers will collaborate through vertical alignment PLC to assure the PK math curriculum is sufficient to assure success of all PK students in kindergarten. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 7 TR |
| August 2016 To May 2017 | 16. PK and Kindergarten teachers will collaborate through vertical alignment PLC to assure the PK reading curriculum is sufficient to assure success of all PK students in kindergarten. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 7 TR |

| Student Population: | All Students | 3 | | | | |
|--------------------------------------|---|--|--|--|--|--|
| Indicator: | Social Studi | Social Studies Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | | |
| May 2016 R-83%, W-83%, M S-86% | [-86% | Mid-Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S- 100% | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|--|---------------------------------|--|-------------|
| August 2016 Through May 2017 | 1. Develop and utilize social studies timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District Funds | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks, following the TEKS. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM 2SA |
| August 2016 To May 2017 | 3. Create historical documents so students will be able to relate the past to the present. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| August 2016 To May 2017 | 4. Utilized the lab scheduled to introduce students to historical figures via the internet. | Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 5. Provide in-house professional staff development on selected social studies topics. | Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 4 PD |

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| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

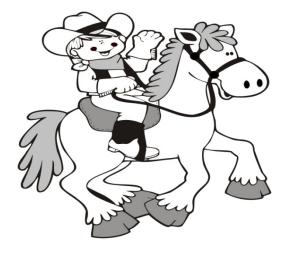
| May 2016 | Mid Year | May 2017 |
|---------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| S-86% | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|--------------------------------------|--|-------------|
| August 2016 Through May 2017 | 6. Introduce, define, and discuss social studies vocabulary using word walld, snapshots, and foldables. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 7. Assess all students every six weeks in social studies using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE and other district resources. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 8 DM 2SA |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 9 ET |
| August 2016 To May 2017 | 9. Implement a daily 60 minutes social studies for all students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 10. Build up Pre-kindergarten social studies curriculum to reflect questioning and rigor in the different grade level benchmarks. | Teachers Manuel Lopez Carmelita Cantu. | \$500 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 4 PD |

| Student Population: | All Students |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| | May | 2016 | | Mid Year | May 2017 |
|----------------|--------|-------|--------------|----------------------------|--------------------------------|
| R-83% , | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--|--|-------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 8DM |



Special Education Self-Contained Unit Reading Writing Math Science Social Studies

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Functional Living Skills for students with intellectual disabilities in early childhood |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid-Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|----------------------------------|----------------------|-------------------|-------------------------|-----------|
| August 2016 | 1. Provide incentives for gains | Edgar Garza | Special Ed. Funds | Benchmark | 2 SA |
| То | and mastery in IEP goals. | Sp. Ed Teachers | \$1,000 | IEP Progress | 8 DM |
| May 2017 | | Sp. Ed. Director | | | |
| August 2016 | 2. Provide EYS to increase | Edgar Garza | Special Ed. Funds | Teacher Observation | 2 SA |
| То | amount of quality learning time. | Special Ed. Teachers | \$0 | | |
| May 2017 | | | | | |
| August 2016 | 3. Provide staff development | Campus Principals | Special Ed. Funds | Sign In Rosters | 2 SA |
| То | for CPR, CIA, CPI, Autism and | Curriculum Director | \$1,000 | Evaluation Forms | 4 PD |
| May 2017 | behavior management | Program Director | | | |
| Daily | 4. Implement hand on activities | Sp. Ed Staff | Special Ed. Funds | Teacher Evaluation | 2 SA |
| | using a variation of different | | \$1500.00 | IEP Progress | 5 TM |
| | manipulative. | | | _ | |
| August 2016 | 5. Implementation of | Edgar Garza | Special Ed. Funds | Teacher Observation | 2 SA |
| through | technology usage via | Sp. Ed. Staff | \$2,000 | IEP Progress | 9 ET |
| May 2017 | computers, communication | - | | | |
| | devices, SMART tables, etc., | | | | |
| | | | | | |

Indicator: Functional Living Skills for students with intellectual disabilities in early childhood

Objective: To improve the level of student performance as noted

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---------------------------------------|-------------------|-------------|---------------------------|-----------|
| August 2016 | 6. Conduct yearly meeting to inform | Edgar Garza | -0- | Teacher Evaluation | 2 SA |
| То | parents of IEP process. | Sp. Ed Staff | | | 8 DM |
| May 2017 | | - | | | 3 TM |
| August 2016 | 7. Regular education teachers will | Edgar Garza | \$0 | Teacher Observation | 2 SA |
| То | collaborate to share intervention on | Sp. Ed Teachers | | IEP Progress | 8 DM |
| May 2017 | instructional level and discuss | Regular Ed. Staff | | Monitoring & Coordination | 3 TM |
| | accommodations, modifications and | | | Log | |
| | student progress. | | | | |
| May 2017 | 8. Be informed of upcoming students | Edgar Garza | -0- | IEP Progress | 2 SA |
| | from feeding campus to the unit and | | | | 8 DM |
| | Child Find. | | | | 3 TM |
| August 2016 | 9. Purchase supplies and materials to | Sp. Ed Staff | Special Ed. | Teacher Observation | 2 SA |
| Through | implement IEPs. | | Funds | IEP Progress | 8 DM |
| May 2017 | | | | | 3 TM |
| August 2016 | 21. PK and Kindergarten teachers | Edgar Garza | \$0 | Teacher Observation | 2 SA |
| Through | will collaborate through vertical | Sp. Ed Teachers | | IEP Progress | 8 DM |
| May 2017 | alignment PLC to assure the PK math | Regular Ed. Staff | | Monitoring & Coordination | 3 TM |
| | curriculum is sufficient to assure | | | Log | |
| | success of all PK students in | | | | |
| | kindergarten. | | | | |
| August 2016 | 16. PK and Kindergarten teachers | Edgar Garza | \$0 | Teacher Observation | 2 SA |
| Through | will collaborate through vertical | Sp. Ed Teachers | | IEP Progress | 8 DM |
| May 2017 | alignment PLC to assure the PK | Regular Ed. Staf | | Monitoring & Coordination | 3 TM |
| - | reading curriculum is sufficient to | | | Log | 8 TR |
| | assure success of all PK students in | | | | |
| | kindergarten. | | | | |

| Indicator | Reading Curriculum | | | | | |
|--|---|--|------------|---------|---|--------------------------|
| Objective | e: To improve the level of st | udent performance | e as noted | | | |
| | May 2016 -83%, M-86% S-86% | M | Mid Year | | | 2017 , M-100%, S-100% |
| Timeline | Strategy | Staff | Resources | | Evaluation | Component |
| August 2016 | Analyze and desegregate student's reading test data. STAAR/STAAR ALT 2 TELPAS | Teachers Edgar Garza Carmelita Cantu Manuel Lopez | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM 3 TM |
| August 2016 To September 2013 | 2. Provide staff development on STAAR/STAAR ALT 2-A and STAAR/STAAR ALT 2 reading strategies for all grades. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM 3 TM |
| Daily | 3. Emphasize STAAR/STAAR ALT 2/TEKS Reading objectives in all content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM 3 TM |
| August 2016 To May 2017 | 4. Revise Reading Six Weeks Assessment to be administered at the end of each six weeks. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM 3 TM |
| August 2016 To May 2017 | 5. Develop Reading Strategies that focus on low performing students. Vocabulary strategies-cognates-word study- wide reading. | Teachers Facilitator | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM 3 TM |
| August 2016 To | 6. Reading timelines will be utilized to meet | Teachers Edgar Garza | \$0 | State A | eeks Assessments Assessments Results Reading Scores | 2 SA 8 DM |

STAAR/STAAR ALT 2

Modified objectives.

May 2017

Manuel Lopez

Carmelita Cantu

Daily Reading Scores

3 TM

Indicator: Reading Curriculum (continued)

| May 2016 | | | | Mid Yea | ır | May 2017 | | |
|----------|--------|-------|-------|---------|--------------|-------------|---------------------------|------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95 | 3%, W-95%, M | -95%, S-95% | R-100%, W-100%, M 100% | I-100%, S- |
| | | Strat | egy | | Staff | Resources | Evaluation | Component |

| | Briangy | Stall | Mesources | | r |
|----------|---|-----------------|------------------|-----------------------|------|
| Timeline | | | | | |
| | 7. Enrichment services provided for 3 rd | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| August | through 5 th grade Special Education | Edgar Garza | \$38,000 | State Assessments | 8 DM |
| 2016 | students during P.E period and after | Manuel Lopez | | Results | 3 TM |
| То | school. Enrichment services provided for | Carmelita Cantu | | Daily Reading Scores | |
| May 2017 | K-2 students during P.E time. | | | | |
| August | 8. Utilize the Success Maker program | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | for Special Education students. Students | Edgar Garza | \$3000 | State Assessments | 8 DM |
| То | will attend a 20 minute daily session. | Manuel Lopez | | Results | 3 TM |
| May 2017 | | Carmelita Cantu | | Daily Reading Scores | |
| August | 9. Provide fluency Intervention through | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | Read Naturally in grades PK-5. | Edgar Garza | | State Assessments | 8 DM |
| То | | Manuel Lopez | | Results | 3 TM |
| May 2017 | | Carmelita Cantu | | Daily Reading Scores | |
| August | 10. Provide in service to parents on | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | reading strategies and how to help their | Edgar Garza | \$4,500 | State Assessments | 8 DM |
| То | children. | Manuel Lopez | Title Funding | Results | 3 TM |
| May 2017 | | Carmelita Cantu | \$1,500 | Daily Reading Scores | |
| August | 11. Familiarize students with different | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | genres. | Manuel Lopez | | State Assessments | 8 DM |
| То | | | | Results | 3 TM |
| May 2017 | | | | Daily Reading Scores | |
| | | | | | |

Indicator: Reading Curriculum (continued)

| May 2016 | Mid Year | May 2017 | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|--|---------------------------------|---------------|---------------------------|-----------|
| August 2016 | 12. Implement daily journal | Teachers | \$0 | Six Weeks | 2 SA |
| То | writing correlated to a story in | Edgar Garza | | Assessments | 8 DM |
| May 2017 | student's daily reader | Manuel Lopez | | State Assessments | 3 TM |
| | | Carmelita | | Results | |
| | | Cantu. | | Daily Reading Scores | |
| August 2016 | 13. Students will keep a reading | Teachers | \$0 | Six Weeks | 2 SA |
| То | contract log to record all books | Edgar Garza | | Assessments | 8 DM |
| May 2017 | read throughout the year. | Manuel Lopez | | State Assessments | 3 TM |
| - | | Carmelita | | Results | |
| | | Cantu. | | Daily Reading Scores | |
| August 2016 | 14. Provide staff development | Teachers | Title Funding | Six Weeks | 2 SA |
| | on research based assessment | Edgar Garza | \$1500 | Assessments | 8 DM |
| | data interpretation. | Manuel Lopez | | State Assessments | 3 TM |
| | | Carmelita | | Results | |
| | | Cantu | | Daily Reading Scores | |
| August 2016 | 15. Provide resource classes to service | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| To | all students who are low performing as | Edgar Garza | | State Assessments Results | 8 DM |
| May 2017 | indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Manuel Lopez Carmelita Cantu | | Daily Reading Scores | 3 TM |

Indicator: Reading Curriculum (continued)

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|------------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---|---|--|---------------------------------------|--|--------------|
| August 2016 To May 2017 | 16. Provide students incentives for all students who mastered all areas of six weeks exams. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 8 DM |
| August 2016 To May 2017 | 17. Purchase instructional supplies. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding State Comp \$4500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| Every Six Weeks through May 2017 | 18. Implement reading accommodations for all Sp. Ed. students as indicated in IAP. | Teachers Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| August 2016 To May 2017 | 19. Provide resource classes to service all students who are low performing as indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| Every Six Weeks through May 2017 | 20. Implement reading strategies for all Sp. Ed. students as indicated in IEP | Teachers Special Education Teacher Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Reading Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|-----------------|-------------------------|--|--------------|
| August 2016 To May 2017 | 21. Develop vocabulary and listening comprehension with audio books. | Teachers | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 8 DM |
| August 2016 To May 2017 | 22. Shared reading in small groups with book sets. | Teachers | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| August 2016 To May 2017 | 23. Provide staff development to service all special education students. | Manuel M. Lopez | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 4 PD |

Indicator: Writing Curriculum

| May 2016 | Mid Year | May 2017 | | |
|---------------------------|----------------------------|--------------------------------|--|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------|--------------------------------------|-----------------|---------------------|-----------------------|-----------|
| Every Six | 1 Provide opportunity for teachers | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| Weeks | to share writing with author's voice | Edgar Garza | | State Assessments | 3 TM |
| through | to emphasize what is expected in | Manuel Lopez | | Results | 4 PD |
| May 2017 | STAAR/STAAR ALT 2-A and | Carmelita Cantu | | Daily Reading Scores | |
| 2 | STAAR/STAAR ALT 2 writing. | | | | |
| August 2016 | 2. Implement journal writing daily | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | at each grade level. | Edgar Garza | | State Assessments | 3 TM |
| May 2017 | C C | Manuel Lopez | | Results | 4 PD |
| 5 | | Carmelita Cantu | | Daily Reading Scores | |
| | | | ± 0 | | |
| Every Six | 3. Use Dolch and frequently used | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| Weeks through | word list to increase student | Edgar Garza | | State Assessments | 3 TM |
| May 2017 | vocabulary | Manuel Lopez | | Results | 4 PD |
| | | Carmelita Cantu | | Daily Reading Scores | |
| August 2016 | 4. Provide staff development | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| То | training on grammar and | Edgar Garza | \$1200 | State Assessments | 3 TM |
| May 2017 | composition. | Manuel Lopez | <i>41200</i> | Results | 4 PD |
| 1114y 2017 | composition. | Carmelita Cantu | | Daily Reading Scores | |
| | | Curinenta Canta | | | |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| R-83%, V | May 2016 W-83%, M-86% S-86% | | d Year ⁄⁄, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S-100% | | |
|-------------------------------|---|--|----------------------------|---|----------------------|--|
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 5. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | |
| August 2016 To May 2017 | 6. Implement writing timelines at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | |
| August 2016 To May 2017 | 7. PK-5 th grade students will utilize a thesaurus/dictionary while practicing composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | |
| August 2016 To May 2017 | 8. Analyze and desegregate data in PPK-5th at the end of the six weeks in writing using six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | |
| August 2016 To May 2017 | 9. Analyze and desegregate data in PPK-5th at the end of the six weeks in writing using six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | | Mid Year | | | | May 2017 | |
|----------|--------|-------|----------|--------|--------|--------|----------|--------------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, | W-95%, | M-95%, | S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|---|--|-----------|---|----------------------|
| August 2016 | 10. Make modifications to the | Teachers | \$0 | Six Weeks Assessments | 2 SA 3 TM |
| To May 2017 | writing curriculum emphasizing SE not mastered in six weeks assessments. | Facilitator | | State Assessments Results Daily Reading Scores | 5 1M 4 PD |
| December 2013 To May 2017 | 11 Provide enrichment activities for students experiencing difficulties mastering the writing process. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 12. Use grade appropriate writing software to increase student's mastery in writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 13. Students will publish works using technology. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | Mid Year | May 2017 | |
|-----------------|------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M | -86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|---|--|----------------------|
| August 2016 To May 2017 | 14. Purchase materials and supplies to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding SCE (available funds) | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 15. Integrate writing throughout content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 16. Implement writing accommodations for Sp. Ed. students based on IEPs. | Teachers Alan Mayne | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores IEPs | 2 SA 3 TM 4 PD |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Math Curriculum |
| Objective: | To improve the level of student performance as noted. |

| | May | 2016 | | | Mid | Year | | May 2017 |
|--------|--------|-------|-------|----------------------------|-----|-------|--------------------------------|----------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | | S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|--|------------------------------|
| August 2016 To May 2017 | 1. Utilize TEKING Toward the STAAR/STAAR ALT 2 as a resource to cover math TEKS. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$5000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 2. Develop math strategies that focus on low performance areas.(PK-5) | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 | 3. Align the Math Curriculum emphasizing the TEKS/STAAR/STAAR ALT 2 objectives with strong emphasis on objective not mastered as indicated by STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 4. Utilize Success Maker program (PPK-5) that address Math TEKS/STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$3000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 7 TR |

| Student l | Population: Special | Education | | | | | | |
|------------------------------------|---|---|--------------------------|---|----------------------|--|--|--|
| Indicator | Math C | Math Curriculum (continued) To improve the level of student performance as noted. | | | | | | |
| Objective | e: To imp | | | | | | | |
| May 2016 R-83%, W-83%, M-86% S- | | Mid Year S-86% R-95%, W-95%, M-95%, S-95% | | May 2017 R-100%, W-100%, M-100%, S-100% | | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | | | |
| August 2016 To May 2017 | 5. Provide tutorial/enrichment services to all students during PE, after school and Saturdays. | Edgar Garza Carmelita Cantu Manuel López Teachers | Title Funding \$38000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | | | |
| August 2016 To May 2017 | 6. Provide instruction by highly qualified teachers. | Campus Principals Curriculum Directors | District Funds | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | | | |
| August 2016 To May 2017 | 7. All students will work on daily story problems. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | | | |
| August 2016 | 8. Implement Math Vocabulary daily. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | | | |
| August 2016 To May 2017 | 9. Develop a list of websites to include in our school website to enrich math curriculum. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD | | | |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Math Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May | May 2016 Mid Year | | | May 2017 |
|---------------|-------------------|-------|----------------------------|--------------------------------|
| R-83%, W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|------------------------------------|--------------|-------------------|------------------------------|-----------|
| August 2016 | 10. Purchase materials and | Edgar Garza | Title Funding | Six Weeks Assessments | 2 SA |
| То | supplies to meet goals and | Teachers | SCE | State Assessments Results | 3 TM |
| May 2017 | objectives. | Manuel Lopez | (available funds) | Daily Reading Scores | 4 PD |
| Every Six | 11. Teacher will provide | Teacher | Activity Fund | Six Weeks Assessments | 2 SA |
| Weeks | incentives at the end of each six | | \$500 | State Assessments Results | 3 TM |
| | week for students who mastered | | | Daily Reading Scores | 4 PD |
| | the math benchmark targets. | | | | |
| August 2016 | 12. Observe, mentor, and | Master Math | | Six Weeks Assessments | 2 SA |
| То | facilitate math instruction by | Teacher | -0- | State Assessments Results | 3 TM |
| May 2017 | master math teachers. | Facilitator | | Daily Reading Scores | 4 PD |
| August 2016 | 13. Implement math | Teachers | | Six Weeks Assessments | 2 SA |
| То | accommodations for all Sp. Ed. | Carmelita | -0- | State Assessments Results | 3 TM |
| May 2017 | and students as indicated in IEPs. | Cantu | | Daily Reading Scores IEPs | 4 PD |

| Student Population: | Special Education Students |
|----------------------------|---|
| Indicator: | Science Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | | | Mid Year | May 2017 | |
|----------|--------|-------|-------|----------------------------|--------------------------------|--|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--------------------------------------|--|----------------------|
| August 2016 Through May 2017 | 1. Develop and utilize science timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 3. Utilize the science lab materials in the classroom. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 4. Schedule classes to attend the science lab once per six week minimum. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |

| Student Population: | Special Education Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | | Mid Year | | May 2017 | |
|----------|--------|-------|----------|---------------------|----------|--------------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95% | , S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--------------------------------------|--|----------------------|
| August 2016 Through May 2017 | 5. Introduce, define, and discuss science vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 6. Assess all 5 th grade students every six weeks in science using TEKS based assessments. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 7. All students will be assessed weekly to use data to make modification to keep student positive progress. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 8. Implement a daily 60 minutes science period for 5 th grade students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |

| Student Population: | Special Education Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | | | Mid Year | May 2017 |
|----------|--------|-------|-------|----------------------------|--------------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|---|---|-----------------------------------|--|----------------------|
| August 2016 Through May 2017 | 9. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 10. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 11. All students will be assessed weekly to use data to make modification to keep student positive progress. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 12. Provide accommodations as per Sp. Ed. Student's IEPs | Teachers | \$0 | IEPs | 2 SA 3 TM 4 PD |

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| | May 2016 | | | Mid Year | May 2017 | |
|--------|----------|-------|-------|----------------------------|--------------------------------|--|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|---|--|--|--|----------------------|
| August 2016 Through May 2017 | 1. Develop and utilize social studies timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District Funds \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative | 2 SA 3 TM 4 PD |
| August 2016 To | 2. Develop and utilize a spiraling curriculum each six weeks, following | Teachers Edgar Garza | \$0 | Evals PLC's Six Weeks Assessments State Assessments | 2 SA 3 TM |
| May 2017 | the TEKS. | Manuel Lopez | | Results Formative/Summative Evals PLC's | 4 PD |
| August 2016 To May 2017 | 3. Create historical documents so students will be able to relate the past to the present. | Teachers Manuel Lopez | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 4. Utilized the lab scheduled to introduce students to historical figures via the internet. | Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 5. Provide professional staff development on selected social studies topics. | Manuel Lopez Carmelita Cantu | \$1500 Title II | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD |

| Student | Population: Special I | Education | | | | | | |
|------------------------------------|--|--|--------------------------------------|--|--|----------------------|--|--|
| Indicato | r: Social St | Social Studies Curriculum To improve the level of student performance as noted. | | | | | | |
| Objectiv | re: To impre | | | | | | | |
| R-83%, | May 2016 W-83%, M-86% S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | | | May 2017 R-100%, W-100%, M-100%, S-100% | | | |
| Timeline | Strategy | Staff | Resources | | Evaluation | Component | | |
| August 2016 Through May 2017 | 6. Introduce, define, and discuss social studies vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | Title Funding District \$1,500 | State Asses | Assessments sments Results Summative Evals | 2 SA 3 TM 4 PD | | |
| August 2016 To May 2017 | 7. Assess all students every six weeks in social studies using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE and other district resources. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | | 2 SA 3 TM 4 PD | | |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | | 2 SA 3 TM 4 PD | | |
| August 2016 To | 9. Implement a daily 60 minutes social studies for all | Teachers Edgar Garza | \$0 | State Asses | Assessments sments Results Summative Evals | 2 SA 3 TM | | |

PLC's

Formative/Summative Evals

4 PD

2 SA 3 TM 4 PD

| August 2016 | 10. Build up Pre-kindergarten | Cantu. Teachers | \$500 | Six Weeks Assessments |
|----------------|--|-------------------------------------|---------------|--|
| To May 2017 | social studies curriculum to reflect questioning and rigor in the different grade level benchmarks. | Manuel Lopez Carmelita Cantu. | Title Funding | State Assessments Results Daily Reading Scores PLC's |

Edgar Garza Manuel Lopez

Carmelita

May 2017

students.

| Student Population: | Special Education |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|--|--|--|----------------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD |



The Purpose of the Migrant Program

- (1) Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum graduation requirements and State academic content and students' academic achievement standards;
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) Ensure that migratory children benefit from State and local systemic reforms.

| Student Population: Migrant | | | | | | |
|--|-------------------------------|--------------------------------|--|--|--|--|
| Indicator: Reading Curriculum | Indicator: Reading Curriculum | | | | | |
| Objective: To improve the level of st | udent performance as noted | | | | | |
| May 2016 Mid Year May 2017 | | | | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--|--|--|-------------------------------------|---|------------------------------|
| August 2016 | Analyze and desegregate student's reading test data. STAAR/STAAR ALT 2 TELPAS | Teachers Edgar Garza Carmelita Cantu Manuel Lopez | Title Funding \$800 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To September 2013 | 2. Provide staff development on reading strategies for all grades and align curriculum vertically and horizontally. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$500 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| Daily | 3. Emphasize STAAR/STAAR ALT 2/TEKS Reading objectives in all content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | -0- | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To July 2013 | 4. Revise Reading Six Weeks Assessment to be administered at the end of each six weeks. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding District \$6000 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: Migrant | | | | | | | |
|---|---|----------|--|--|--|--|--|
| Indicator: Reading Curriculum (cont | Indicator: Reading Curriculum (continued) | | | | | | |
| Objective: To improve the level of st | udent performance as noted | | | | | | |
| May 2016 | Mid Year | May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--|---|--|--|---|--|
| August 2016 To May 2017 | 5. Develop Reading Strategies that focus on low performing students. | Teachers Manuel Lopez | Title Funding \$3000 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 August 2016 | 6. Reading timelines will be utilized to meet TEKS and STAAR/STAAR ALT 2 objectives. 7. Enrichment services | Teachers Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 Accelerated Reader | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores Standardized Testing Results | 2 SA 3 TM 4 PD 9 ET 2 SA 3 TM |
| To May 2017 | provided for 1 st through 5 th grade students during P.E period and after school. Enrichment services provided for K-2 students during P.E time. | Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding State Comp \$38000/ semester | Six Weeks Assessments State Assessments Results Daily Reading Scores | 4 PD 9 ET |
| August 2016 To May 2017 | 8. Utilize the Success Maker program for Special Education students. Students will attend a 20 minute daily session. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title \$3000 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: Migrant | | | | | | | |
|---|---|--|--|--|--|--|--|
| Indicator: Reading Curriculum (cont | Indicator: Reading Curriculum (continued) | | | | | | |
| Objective: To improve the level of st | udent performance as noted | | | | | | |
| May 2016 Mid Year May 2017 | | | | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | | |
| | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|--------------------------|---|------------------------------|
| August 2016 To May 2017 | 9. Provide fluency Intervention through Read Naturally in grades PK-5. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 10. Provide staff development on analyzing reading test data and to find intervention resources for Special Education students that are performing below grade level in reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$5,000 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 11. Provide in service to parents on reading strategies and how to help their children. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$500 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 12. Provide an accelerated reading program for students that are in need, based on fluency and comprehension. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: Migrant | | | | | | |
|---|--|---------------------------------------|--|--|--|--|
| Indicator: Reading Curriculum (cont | Indicator: Reading Curriculum (continued) | | | | | |
| Objective: To improve the level of st | udent performance as noted | | | | | |
| May 2016 | May 2016 Mid Year May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | |
| K-03 70, W-03 70, W-00 70 S-00 70 | K-95% , W-95% , WI-95% , S-95% | K-100 /6, W-100 /6, M-100 /6, S-100 / | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------|---------------------------------------|------------------|------------------------|------------------------------|-----------|
| August | 13. The indicated assessments will be | Teachers | Title Funding District | Standardized Testing Results | 2 SA |
| 2016 | administered to evaluate reading | Manuel Lopez | \$1,500 | Six Weeks Assessments | 3 TM |
| Through | program. | Ĩ | | State Assessments Results | 4 PD |
| May 2017 | • TPRI | | | Daily Reading Scores | 9 ET |
| | • STAAR/STAAR ALT 2/TELPAS | | | | |
| August | 14. Periodic grade level meeting | Teachers | Title Funding | Standardized Testing Results | 2 SA |
| 2016 | for vertical and horizontal | Edgar Garza | \$2000 | Six Weeks Assessments | 3 TM |
| То | alignment. | Manuel Lopez | | State Assessments Results | 4 PD |
| May 2017 | | T T | | Daily Reading Scores | 9 ET |
| August | 15. Familiarize students with | Teachers | \$0 | Standardized Testing Results | 2 SA |
| 2016 | different genres. | Manuel Lopez | | Six Weeks Assessments | 3 TM |
| То | 6 | 1 | | State Assessments Results | 4 PD |
| May 2017 | | | | Daily Reading Scores | 9 ET |
| August | 16. Implement daily journal | Teachers | \$0 | Standardized Testing Results | 2 SA |
| 2016 | writing correlated to a story in | Edgar Garza | | Six Weeks Assessments | 3 TM |
| То | student's basal reader | Manuel Lopez | | State Assessments Results | 4 PD |
| May 2017 | | Carmelita Cantu. | | Daily Reading Scores | 9 ET |
| August | 17. Students will keep a reading | Teachers | \$0 | Standardized Testing Results | 2 SA |
| 2016 | contract log to record all books | Edgar Garza | | Six Weeks Assessments | 3 TM |
| То | read throughout the year. | Manuel Lopez | | State Assessments Results | 4 PD |
| May 2017 | · · · · · · · · · · · · · · · · · · · | Carmelita Cantu. | | Daily Reading Scores | 9 ET |

| Student | Population: Mig | rant | | | | |
|---|---|--|--------------------|--|--|--|
| Indicator: | | Reading Curriculum (continued) | | | | |
| Objectiv | ve: To i | To improve the level of student performance as noted. | | | | |
| May 2016 | | N | Mid Year | | May 2017 % R-100%, W-100%, M-100%, S-100% | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 18. Provide students incentive for all students who mastere areas of six weeks exams. | | \$500 Siz | ndardized Testing Results x Weeks Assessments ate Assessments Results aily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 To May 2017 | 19. Purchase instructional supplies. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$4500 Siz Sta | ndardized Testing Results x Weeks Assessments ate Assessments Results aily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 To May 2017 | 20. Schedule migrant studer attend the CCC lab for 20 minutes daily. | nts to Rubén González Manuel López Lab Proctor | Siz | ndardized Testing Results x Weeks Assessments ate Assessments Results atly Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| Every Six Weeks through May 2017 | 21. Implement reading strat for all 504 students as indica in IAP. | | Siz | ndardized Testing Results x Weeks Assessments ate Assessments Results aily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 | 22. Provide staff developme on research based assessmen data interpretation. | | \$1,500 Siz Sta | ndardized Testing Results x Weeks Assessments ate Assessments Results aily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 To May 2017 | 23. Provide resource classes service all students who are performing as indicated in STAAR/STAAR ALT 2 and weeks assessments. | low Edgar Garza Manuel Lopez | Siz | ndardized Testing Results x Weeks Assessments ate Assessments Results uily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |

| Student] | Population: Migrant | | | | |
|---------------------------------------|--|--|---------------------|--|------------------------------|
| Indicato | r: Writing C | Curriculum | | | |
| Objective: | To impro | ve the level of stu | dent performance as | noted. | |
| May 2016 R-83%, W-83%, M-86% S-86% | | Mid Year R-95%, W-95%, M-95%, S-95% | | May 2017 | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 1. Provide an opportunity for teachers to share writing with author's voice to emphasize what is expected in STAAR/STAAR ALT 2 writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | + • | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| Daily | 2. Implement journal writing daily at each grade level. | Teachers Manuel Lopez Carmelita Cantu | + • | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 3. Use Dolch and Frequently used word lists to increase student vocabulary. | Teachers Manuel Lopez Carmelita Cantu | Ŭ | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 4. Provide staff development training on grammar and composition. | Teachers Manuel Lopez Carmelita Cantu | \$1200 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 5. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | + • | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 6. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | + • | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | tudent Population: Migrant | | | | |
|---------------------------------|---|--|--|--|--|
| Indicator: | Writing Cu | ting Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S-100% | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|---|--|------------------------|--|------------------------------|
| August 2016 To | 7. Implement writing timelines at each grade level. | Teachers Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD |
| May 2017 | | | | | 9 ET |
| August 2016 To May 2017 | 8. PK-5 th grade students will utilize a thesaurus/dictionary while practicing composition. | Teachers Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 9. Analyze and desegregate data in PPK-5th at the end of the six weeks in writing using six weeks assessments. | Teachers Manuel Lopez Carmelita Cantu | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 10. Make modifications to the writing curriculum emphasizing SE not mastered in six weeks assessments. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| December 2013 To May 2017 | 11. Provide enrichment activities for students experiencing difficulties mastering the writing process. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 12. Use grade appropriate writing software to increase student's mastery in writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant | Migrant | | | |
|----------------------------|---|--------------------------------|--------------------------------|--|--|
| Indicator: | Writing C | Writing Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | Mid Year May 2017 | | May 2017 | | |
| R-83%, W-83%, M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---|--|--|---------------------------|---|--|
| August 2016 To May 2017 | 14. Instructional by highly qualified and effective teachers. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 9 ET |
| Summer 2013 August 2016 To May 2017 | 15. Provide staff development training for composition writing with The Writing Academy at Kemah, TX. 16. Provide an opportunity for teachers to share writing strategies that include all stages of the writing process with author voice to emphasize STAAR/STAAR ALT 2 expectations. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$3500 Title II \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 9 ET 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 17. Implement writing accommodations for 504 students based on IAP. | Teachers Edgar Garza Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant | | | | |
|----------------------------|---|--------------------------------|----------|--|--|
| Indicator: | Writing C | Writing Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% | S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|--|---|------------------------------|
| August 2016 To May 2017 | 18. Students will publish works using technology. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 19. Purchase materials and supplies to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding Part A \$9,000 State Comp \$10,000 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 20. Integrate writing throughout content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 21. Implement writing accommodations for 504 students based on IAP. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Standardized Testing Results Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant Students |
|----------------------------|---|
| Indicator: | Math Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|--|------------------------------|
| August 2016 To May 2017 | 1. Utilize TEKING Toward the STAAR/STAAR ALT 2 as a resource to cover math TEKS. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$5000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 2. Develop math strategies that focus on low performance areas. (PK-5) | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 | 3. Align the Math Curriculum emphasizing the TEKS/STAAR/STAAR ALT 2 objectives with strong emphasis on objective not mastered as indicated by STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 4. Develop on-going CCC programs (1-5) that address Math TEKS/STAAR/STAAR ALT 2 for migrant students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant Students |
|----------------------------|---|
| Indicator: | Math Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|---|--|------------------------------|
| August 2016 To May 2017 | 5. Provide accelerated enrichment services to all students during PE twice a week, after school and Saturdays which service migrant students. | Edgar Garza Carmelita Cantu Manuel López Teachers | Title Funding SCE \$9, 900/semester | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 7. All students will work on daily story problems and compile them into a portfolio for further reviews. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 | 8. Implement Math Vocabulary daily, and include in portfolio for further reviews. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| Every Six Weeks | 9. Develop a list of websites to include in our school website to enrich math curriculum. | Teachers Facilitator Librarian | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Popul | lation: Migrant Stu | idents | | | | |
|---------------------------------------|---|--|-----------|---|------------------------------|--|
| Indicator: | Math Currie | culum (continued) | | | | |
| Objective: | To improve | e the level of student performance as noted. | | | | |
| May 2016 R-83%, W-83%, M-86% S-86% | | Mid Year R-95%, W-95%, M-95%, S-95% | | May 2017 R-100%, W-100%, M-100%, S-100% | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 10. Teachers will provide incentives to migrant students at the end of each six weeks for students who mastered the math six weeks exams. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| Every Six Weeks | 11. Analyze six weeks assessment data by migrant student to monitor progress. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 To May 2017 | 12. Develop a enrichment curriculum based on six weeks assessment data and previous year STAAR/STAAR ALT 2 data | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |
| August 2016 To May 2017 | 13. Implement math accommodation for all504 students as indicated in IAP. | Edgar Garza Manuel Lopez Carmelita Cantu Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET | |

| Student Population: | Migrant Students | |
|----------------------------|---|--|
| Indicator: | Science Curriculum | |
| Objective: | To improve the level of student performance as noted. | |

| May 2016 | May 2016Mid YearMay 2017 | | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--------------------------------------|--|------------------------------|
| August 2016 Through May 2017 | 1. Develop and utilize science timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 3. Maintain the science lab by replacing consumable materials. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 4. Schedule classes to attend the science lab once per six week minimum. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year May 2017 | | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|--------------------------------------|--|------------------------------|
| August 2016 Through May 2017 | 5. Introduce, define, and discuss science vocabulary using word wall, snapshots, and foldables. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 6. Assess all 5 th grade students every six weeks in science using TEKS based assessments using STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 7. All students will be assessed weekly to use data to make modification to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 8. Implement a daily 60 minutes science period for 5 th grade students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| | May 2 | 2016 | | Mid Year | | | r May 2017 | | |
|----------|--------|-------|-------|----------------------------|--|-------|--------------------------------|--|--|
| R-83%, W | V-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | | S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|--|--|------------------------------|
| August 2016 Through May 2017 | 9. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 10. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 13. Develop a campus vertical science PLC team to represent the campus at a district's meeting | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 9 ET |

| d. |
|----|
| |

| May 2016 | Mid Year | May 2017 | |
|----------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86%, S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|--|--|---|------------------------------|
| August 2016 Through May 2017 | 1. Develop and utilize social studies timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District Funds \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks, following the TEKS. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 3. Create historical documents so students will be able to relate the past to the present. | Teachers Manuel Lopez | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 4. Utilized the lab scheduled to introduce students to historical figures via the internet. | Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 5. Provide professional staff development on selected social studies topics. | Manuel Lopez Carmelita Cantu | \$1500 Title II | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant | | | | |
|----------------------------|---|--|--|--|--|
| Indicator: | Social Studies Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| | | | | | |

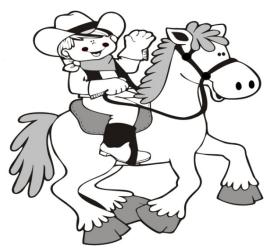
| May 2016 | Mid Year | May 2017 |
|---------------------|----------------------------|----------------------------|
| R-83%, W-83%, M-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- |
| S-86% | | 100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------------------------------|---|---|---------------------------|--|------------------------------|
| August 2016 | 6. Introduce, define, and discuss social studies vocabulary using | Teachers Manuel Lopez | Title Funding District | Six Weeks Assessments State Assessments Results Formative/Summative Evals | 2 SA 3 TM 4 PD |
| Through May 2017 | word wall, snapshots, and foldable. | | \$1,500 | PLC's | 9 ET |
| August 2016 To May 2017 | 7. Assess all students every six weeks in social studies using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE and other district resources. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 9. Implement a daily 60 minutes social studies for all students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 10. Build up Pre-kindergarten social studies curriculum to reflect questioning and rigor in the different grade level benchmarks. | Teachers Manuel Lopez Carmelita Cantu. | \$500 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 9 ET |

| Student Population: | Migrant |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--|--|------------------------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 9 ET |



At-Risk and Title Program Reading Writing Math Science Social Studies

| Student Population: At | t-Risk & T | Title Programs | |
|----------------------------------|-------------|----------------------------|------------------------------------|
| Indicator: Reading Currice | ulum | | |
| Objective: To improve the | level of st | udent performance as noted | |
| May 2016 | | Mid Year | May 2017 |
| R-83%, W-83%, M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|-----------------------------------|-----------------|---------------|---------------------------|-----------|
| August 2016 | 1. Analyze and desegregate | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| | student's reading test data. | Edgar Garza | | State Assessments Results | 3 TM |
| | • STAAR/STAAR ALT 2 | Carmelita Cantu | | Daily Reading Scores | 4 PD |
| | • TPRI | Manuel Lopez | | | 5 TM |
| | • TELPAS | | | | |
| August 2016 | 2. Provide staff development | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| to | on STAAR/STAAR ALT 2 | Edgar Garza | \$500 | State Assessments Results | 3 TM |
| September | reading strategies for all grades | Manuel Lopez | | Daily Reading Scores | 4 PD |
| 2013 | and align. | Carmelita Cantu | | | 5 TM |
| Daily | 3. Emphasize | Teachers | | Six Weeks Assessments | 2 SA |
| | STAAR/STAAR ALT 2/TEKS | Edgar Garza | -0- | State Assessments Results | 3 TM |
| | Reading objectives in all | Manuel Lopez | | Daily Reading Scores | 4 PD |
| | content areas. | Carmelita Cantu | | | 5 TM |
| August 2016 | 4. Revise Reading Six Weeks | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| То | Assessment to be administered | Edgar Garza | District | State Assessments Results | 3 TM |
| May 2017 | at the end of each six weeks. | Manuel Lopez | \$6000 | Daily Reading Scores | 4 PD |
| | | Carmelita Cantu | | | 5 TM |

| Student Population: At-Risk & T | Student Population: At-Risk & Title Programs | | | | | | |
|--|--|------------------------------------|--|--|--|--|--|
| Indicator: Reading Curriculum (cont | tinued) | | | | | | |
| Objective: To improve the level of st | tudent performance as noted | | | | | | |
| May 2016 | Mid Year | May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | | | | | |

| evelop Reading Strategies that on low performing students. | Teachers | | 1 | |
|---|---|--|---|---|
| on low performing students | | \$0 | Six Weeks | 2 SA |
| on low performing students. | Facilitator | | Assessments | 3 TM |
| | | | State Assessments | 4 PD |
| | | | | 5 TM |
| | | | Daily Reading Scores | |
| Reading timelines will be | Teachers | \$0 | Six Weeks | 2 SA |
| ed to meet STAAR/STAAR | Edgar Garza | | Assessments | 3 TM |
| 2 objectives. | U | | State Assessments | 4 PD |
| | 1 | | Results | 5 TM |
| | Cumonta Canta | | Daily Reading Scores | |
| tilize the Success Maker | Teachers | Title Funding | Six Weeks | 2 SA |
| | | • | Assessments | 3 TM |
| | 0 | 42000 | State Assessments | 4 PD |
| d d 20 millide duily session. | 1 | | Results | 5 TM |
| | Carmenta Cantu | | Daily Reading Scores | |
| ovide fluency Intervention | Teachers | \$0 | Six Weeks | 2 SA |
| - | Edgar Garza | · | Assessments | 3 TM |
| | U | | State Assessments | 4 PD |
| - | - | | Results | 5 TM |
| | Curmenta Canta | | Daily Reading Scores | |
| | ed to meet STAAR/STAAR 2 objectives. tilize the Success Maker am all students. Students will 1 a 20 minute daily session. | ed to meet STAAR/STAAR 2 objectives.Edgar Garza Manuel Lopez Carmelita Cantutilize the Success Maker am all students. Students will 1 a 20 minute daily session.Teachers Edgar Garza Manuel Lopez Carmelita Cantuovide fluency Intervention gh Read Naturally in gradesTeachers Edgar Garza Manuel Lopez Carmelita Cantu | ed to meet STAAR/STAAR 2 objectives.Edgar Garza Manuel Lopez Carmelita Cantutilize the Success Maker am all students. Students will I a 20 minute daily session.Teachers Edgar Garza Manuel Lopez Carmelita CantuTitle Funding \$3000ovide fluency Intervention gh Read Naturally in gradesTeachers Edgar Garza Manuel Lopez\$0 \$0 Edgar Garza Manuel Lopez | Leading timelines will be ed to meet STAAR/STAAR 2 objectives.Teachers Edgar Garza Manuel Lopez Carmelita Cantu\$0Six Weeks Assessments State Assessments Results Daily Reading Scorestilize the Success Maker am all students. Students will I a 20 minute daily session.Teachers Edgar Garza Manuel Lopez Carmelita CantuTitle Funding \$3000Six Weeks Assessments State Assessments State Assessments Results Daily Reading Scorestotic fluency Intervention gh Read Naturally in gradesTeachers Edgar Garza Manuel Lopez Carmelita Cantu\$0Six Weeks Assessments State Assessments State Assessments ResultsSix Weeks Assessments State Assessments State Assessments <br< td=""></br<> |

| Student Population: At-Risk & T | Title Programs | |
|--|----------------------------|--------------------------------|
| Indicator: Reading Curriculum (cont | inued) | |
| Objective: To improve the level of st | udent performance as noted | |
| May 2016 | Mid Year | May 2017 |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|--|---------------------------------------|--|------------------------------|
| August 2016 To May 2017 | 9. Provide staff development on analyzing reading test data and to find intervention resources for students performing below grade level in reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$5,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 10. Provide in service to parents on STAAR/STAAR ALT 2 reading strategies and how to help their children. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 11. Provide an accelerated reading program for students that are in need. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$38000/ semester | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 Through May 2017 | The indicated assessments will be administered to evaluate reading program. TPRI STAAR/STAAR ALT 2 TELPAS | Teachers Manuel Lope | Title Funding District | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| | Population: At-Risk & T | ŭ | | | |
|----------------------------------|---|---|--------------------------|--|------------------------------|
| Indicate | Dr: Reading Curriculum (con | tinued) | | | |
| Objectiv | ve: To improve the level of s | tudent performance as no | ted | | |
| | May 2016 W-83%, M-86% S-86% | Mid Year May 2017 | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 13. Periodic grade level meeting for vertical and horizontal alignment. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2,000 | g Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 14. Familiarize students with different genres. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 15. Implement daily journal writing correlated to a story in student's basal reader | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 16. Students will keep a reading contract log to record all books read throughout the year. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Po | opulation: At-Risk & | & Title Programs | | | | | |
|---|---|---|---|--|------------------------------|--|--|
| Indicator: | Reading | Reading Curriculum (continued) To improve the level of student performance as noted. | | | | | |
| Objective: | | | | | | | |
| May 2016 Mid Year May 2017 R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100 | | | | | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | | |
| Bi-Annually 2016-2017 | 17. Distribute RIF Books twice a year to motivate reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | Title VI Funding \$500 Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |
| August 2016 | 18. Provide staff development on research based assessment data interpretation. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1,500 Title Funding \$50 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |
| August 2016 To May 2017 | 19. Provide resource classes to service all students who are low performing as indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$32,815 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |
| August 2016 To May 2017 | 20. Provide students incentives for all students who mastered all areas of six weeks exams. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |
| Every Six Weeks through May 2017 | 21. Purchase instructional supplies and materials to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding State Comp \$12,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |
| Every Six Weeks through May 2017 | 22. Implement reading strategies for all 504 students as indicated in IAP. | Teachers Carmelita Cantu Elizabeth Guerra | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | | |

| Student Population: | At-Risk & Title Programs |
|----------------------------|---|
| Indicator: | Writing Curriculum |
| Objective: | To improve the level of student performance as noted. |

| | May 2016 | | | Mid Year | May 2017 |
|---------------------------|-----------------|-------|----------------------------|------------------------------------|----------|
| R-83%, W-83%, M-86% S-86% | | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|--|------------------------------|
| August 2016 To May 2017 | 1. Provide an opportunity for teachers to share writing with author's voice to emphasize what is expected in STAAR/STAAR ALT 2 writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| Daily | 2. Implement journal writing daily at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 3. Use Dolche and Frequently used word lists to increase student vocabulary. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 4. Provide staff development training on grammar and composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1200 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk & | At-Risk & Title Programs | | | |
|---------------------------------|---|--|--|--|--|
| Indicator: | Writing C | Writing Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S- 100% | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|-----------|--|------------------------------|
| August 2016 To May 2017 | 5. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 6. Implement writing timelines at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 7. PK-5 th grade students will utilize a thesaurus/dictionary while practicing composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 8. Analyze and desegregate data in PPK-5th at the end of the six weeks in writing using six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk & | At-Risk & Title Programs | | | |
|----------------------------|---|--------------------------------|--------------------------------|--|--|
| Indicator: | Writing C | Writing Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------------------------|--|--|-----------------------------------|--|------------------------------|
| August 2016 To May 2017 | 9. Assist students having difficulty with enrichment activities. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 10. Make modifications to the writing curriculum emphasizing SE not mastered in six weeks assessments. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| December 2013 To May 2017 | 11. Provide enrichment activities for students experiencing difficulties mastering the writing process. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 12. Use grade appropriate writing software to increase student's mastery in writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding Part D - \$1,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk & | At-Risk & Title Programs | | | | |
|----------------------------|---|--------------------------------|--------------------------------|--|--|--|
| Indicator: | Writing C | Writing Curriculum (continued) | | | | |
| Objective: | To improve the level of student performance as noted. | | | | | |
| May 2016 | | Mid Year | May 2017 | | | |
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|--|--|------------------------------|
| August 2016 To May 2017 | 13. Students will publish works using technology. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 14. Purchase materials and supplies to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding State Comp (available funds) | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 15. Integrate writing throughout content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 16. Implement writing accommodations for 504 students based on IAP. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk & | At-Risk & Title Programs | | | |
|----------------------------|---|----------------------------|--------------------------------|--|--|
| Indicator: | Math Cur | Math Curriculum | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|--|------------------------------|
| August 2016 To May 2017 | 1. Utilize TEKING Toward the STAAR/STAAR ALT 2 as a resource to cover math TEKS. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1300 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 2. Develop math strategies that focus on low performance areas.(K-4) | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 | 3. Align the Math Curriculum emphasizing the TEKS/STAAR/STAAR ALT 2 objectives with strong emphasis on objective not mastered as indicated by STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 4. Utilize Success Maker programs (K-4) that address Math TEKS/STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student 3 | Population: At-Risk & | & Title Program | | | | |
|-------------------------------|--|--|------------------------------------|---------|--|------------------------------|
| Indicato | licator: Math Curriculum (continued) | | | | | |
| Objectiv | e: To impro | ve the level of stu | dent performance | e as no | oted. | |
| R-83%, W | May 2016 /-83%, M-86% S-86% | ny 2016 Mid Year May 2017 | | | | |
| Timeline | Strategy | Staff | Resources | | Evaluation | Component |
| August 2016 To May 2017 | 5. Provide tutorial/enrichment services to all students during PE, after school and Saturdays. Include 2 nd grade standardized testing as a basis for student participation. | Edgar Garza Carmelita Cantu Manuel López Teachers | Title Funding \$9, 900/semester | State | Veeks Assessments Assessments Results Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 6. Provide instruction by highly qualified teachers. | Campus Principals Curriculum Directors | District Funding | State | Veeks Assessments Assessments Results Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 7. All students will work on daily story problems. | Teachers | \$0- | State | Veeks Assessments Assessments Results Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 | 8. Implement Math Vocabulary daily. | Teachers | \$0 | State | Veeks Assessments Assessments Results Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 9. Develop a list of websites to be accessible to the students through the campus website. | Teachers Facilitator | \$0 | State | Veeks Assessments Assessments Results Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student P | opulation: At-Risk | & Title Program | | | | |
|---------------------------------------|--|---|-----------------------------|--|--|--|
| Indicator: | Math C | urriculum (Continue | ed) | | | |
| Objective : | To imp | ove the level of stu | dent performance as | noted. | | |
| May 2016 R-83%, W-83%, M-86% S-869 | | Mid Year R-95%, W-95%, M-95%, S-95% | | • | May 2017 R-100%, W-100%, M-100%, S-100% | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 10. Purchase materials and supplies to meet goals and objectives. | Edgar Garza Teachers Manuel Lopez | Title Funding State Comp | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | |
| Every Six Weeks | 11. Teacher will provide incentives at the end of each six week for students who mastered the math six weeks exam. | Teacher | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | |
| August 2016 To May 2017 | 12. Analyze six weeks assessment data. | Rubén González Manuel López Teacher | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | |
| August 2016 To May 2017 | 13. Implement math accommodations for all504 and students as indicated in IAP. | Teachers Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM | |

| Student Population: | At-Risk and Title Programs |
|----------------------------|---|
| Indicator: | Science Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 Mid Year | | May 2017 | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--------------------------------------|--|------------------------------|
| August 2016 Through May 2017 | 1. Develop and utilize science timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 3. Maintain a science lab by replacing consumable magterials | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 4. Schedule classes to attend the science lab once per six week minimum. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk and Title Programs |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |

| T • 1• | G4 4 | C14 66 | D | | Common on t |
|-------------------|--|------------------|---------------|----------------------|-------------|
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August | 5. Introduce, define, and discuss | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | science vocabulary using word wall, | Manuel Lopez | District | Assessments | 3 TM |
| Through | snapshots, and foldable. | Ĩ | \$1,500 | State Assessments | 4 PD |
| May 2017 | | | 1 7 | Results | 5 TM |
| 10149 2017 | | | | Daily Reading Scores | |
| August | 6. Assess all 5 th grade students | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | every six weeks in science using | Edgar Garza | \$2000 | Assessments | 3 TM |
| То | TEKS based assessments using | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | STAAR/STAAR ALT 2 Test | | | Results | 5 TM |
| 111ay 2017 | Maker and STAAR/STAAR | | | Daily Reading Scores | |
| | ALT 2 ONE. | | | | |
| August | 7. All students will be assessed | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | weekly to use data to make | Manuel Lopez | | Assessments | 3 TM |
| То | modification to keep student | 1 | | State Assessments | 4 PD |
| May 2017 | progress positive. | | | Results | 5 TM |
| 101uy 2017 | progress positive. | | | Daily Reading Scores | |
| August | 8. Implement a daily 60 minutes | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | science period for 5^{th} grade | Edgar Garza | 40 | Assessments | 3 TM |
| <u>2010</u> То | students. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | students. | Carmelita Cantu. | | Results | 5 TM |
| wiay 2017 | | Carmenta Cantu. | | Daily Reading Scores | |
| | | | | | |

| Student Population: | At-Risk and Title Programs |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May | 2016 | Mid Year | May 2017 | |
|---------------|-------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, | M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|--------------------------------------|--|------------------------------|
| August 2016 Through May 2017 | 9. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 10. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 11. All students will be assessed weekly to use data to make modification to keep student positive progress. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM |

| Student Population: At-Risk and Title Programs | | | | | | |
|--|--|--|--|--|--|--|
| Indicator: | Social Stu | Social Studies Curriculum | | | | |
| Objective: | ective: To improve the level of student performance as noted. | | | | | |
| May 201 R-83%, W-83%, S-86% | 6 M-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S-100% | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|--|--|---|------------------------------|
| August 2016 Through May 2017 | 1. Develop and utilize social studies timelines based on student expectations for all students. | Teachers Manuel Lopez | Title Funding District Funds \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 2. Develop and utilize a spiraling curriculum each six weeks, following the TEKS. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 3. Create historical documents so students will be able to relate the past to the present. | Teachers Manuel Lopez | Title Funding \$1000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 4. Utilized the lab scheduled to introduce students to historical figures via the internet. | Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 5. Provide professional staff development on selected social studies topics. | Manuel Lopez Carmelita Cantu | \$1500 Title II | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 5 TM |

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| Student Pop | tudent Population: At-Risk and Title Programs | | | | |
|--------------------|---|--|--|--|--|
| Indicator: | Indicator: Social Studies Curriculum | | | | |
| Objective: | | To improve the level of student performance as noted. | | | |
| | May 2016 W-83%, | y 2016 Mid Year May 2017 83%, M-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | |
| , | S-86% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|-----------------------------------|--|------------------------------|
| August 2016 Through May 2017 | 6. Introduce, define, and discuss social studies vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 7. Assess all students every six weeks in social studies using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE and other district resources. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 9. Implement a daily 60 minutes social studies for all students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 10. Build up Pre-kindergarten social studies curriculum to reflect questioning and rigor in the different grade level benchmarks. | Teachers Manuel Lopez Carmelita Cantu. | \$500 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 5 TM |

| Student Population: | At-Risk and Title Programs |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|--------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--|--|------------------------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM |



Bilingual Reading Writing Math Science Social Studies

| Student Population: Bilingual / ESL | | | | | |
|--|----------------------------|------------------------------------|--|--|--|
| Indicator: Reading Curriculum | | | | | |
| Objective: To improve the level of stud | lent performance as noted | | | | |
| May 2016 | Mid Year | May 2017 | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--|---|--|--|--|--------------------------------------|
| August 2016 | Analyze and desegregate student's reading test data. STAAR/STAAR ALT 2 TPRI TELPAS | Teachers Edgar Garza Carmelita Cantu Manuel Lopez | Title Funding \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To September 2013 | 2. Provide staff development on STAAR/STAAR ALT 2 reading strategies for all grades and align. | Teachers Manuel Lopez Carmelita Cantu | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Daily | 3. Emphasize STAAR/STAAR ALT 2/TEKS Reading objectives in all content areas. | Teachers Manuel Lopez Carmelita Cantu | \$0- | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Revise Reading Six Weeks Assessment to be administered at the end of each six weeks. | Teachers Manuel Lopez Carmelita Cantu | Title Funding \$6000 Summer Budget | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: Bilingual / ESL | | | | | | | |
|---|---|----------|--|--|--|--|--|
| Indicator: Reading Curriculum (cont | Indicator: Reading Curriculum (continued) | | | | | | |
| Objective: To improve the level of st | tudent performance as noted | | | | | | |
| May 2016 | Mid Year | May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | | |
| | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---|-----------------|------------------|----------------------|-----------|
| August 2016 | 5. Develop Reading Strategies | Teachers | \$0 | Six Weeks | 2 SA |
| То | that focus on low performing | Facilitator | | Assessments | 3 TM |
| May 2017 | students through the PLC process. | | | State Assessments | 4 PD |
| 5 | | | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 6. Reading timelines will be | Teachers | \$0 | Six Weeks | 2 SA |
| То | utilized to meet objective and goals | Edgar Garza | | Assessments | 3 TM |
| May 2017 | and teaching strategies will be | Manuel Lopez | | State Assessments | 4 PD |
| 5 | discussed in the PLC. | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 7. Enrichment services provided | Teachers | AR/AM | Six Weeks | 2 SA |
| То | for 3 rd and 5 th grade Special | Edgar Garza | Title Funding | Assessments | 3 TM |
| May 2017 | Education students during P.E | Manuel Lopez | \$38000/semester | State Assessments | 4 PD |
| | period and after school. | Carmelita Cantu | | Results | 5 TM |
| | Enrichment services provided for | | | Daily Reading Scores | 8 DM |
| | PK-5 students during P.E time. | | | | |
| August 2016 | 8. Utilize the Success Maker for | Teachers | Title Funding | Six Weeks | 2 SA |
| То | Bilingual Education students. | Edgar Garza | \$3000 | Assessments | 3 TM |
| May 2017 | Students will attend a 20 minute | Manuel Lopez | | State Assessments | 4 PD |
| 1.14 2017 | daily session. | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| | | | | | |

| Student Population: Bilingual / ESL | | | | | | |
|---|---------------------------|----------|--|--|--|--|
| Indicator: Reading Curriculum (continued) | | | | | | |
| Objective: To improve the level of stu | dent performance as noted | | | | | |
| May 2016 | Mid Year | May 2017 | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | |
| | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---|-----------------|---------------------------------------|----------------------|-----------|
| August 2016 | 9. Provide fluency Intervention | Teachers | \$0 | Six Weeks | 2 SA |
| То | through Reading Naturally in grades | Edgar Garza | | Assessments | 3 TM |
| May 2017 | PK-5. | Manuel Lopez | | State Assessments | 4 PD |
| | | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 10. Provide staff development on | Teachers | Title Funding | Six Weeks | 2 SA |
| То | analyzing reading test data and to find | Edgar Garza | \$5,000` | Assessments | 3 TM |
| May 2017 | intervention resources for Special | Manuel Lopez | , , , , , , , , , , , , , , , , , , , | State Assessments | 4 PD |
| 5 | Education students that are | Carmelita Cantu | | Results | 5 TM |
| | performing below grade level in | | | Daily Reading Scores | 8 DM |
| | reading. | | | | |
| August 2016 | 11. Provide in service to parents on | Teachers | Title Funding | Six Weeks | 2 SA |
| То | STAAR/STAAR ALT 2 Reading | Edgar Garza | \$500 | Assessments | 3 TM |
| May 2017 | strategies and how to help their | Manuel Lopez | | State Assessments | 4 PD |
| 5 | children. | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 12. The indicated assessments will be | Teachers | Title Funding | Six Weeks | 2 SA |
| Through | administered to evaluate reading | Manuel Lopez | District | Assessments | 3 TM |
| May 2017 | program. | | \$1,500 | State Assessments | 4 PD |
| | • TPRI | | <i><i><i></i></i></i> | Results | 5 TM |
| | • STAAR/STAAR ALT 2 | | | Daily Reading Scores | 8 DM |
| | | | | | |
| | • TELPAS | | | | |

| Student Population: Bilingual / ESL | | | | | | | |
|--|----------------------------|--------------------------------|--|--|--|--|--|
| Indicator: Reading Curriculum (continued) | | | | | | | |
| Objective: To improve the level of student performance as noted | | | | | | | |
| May 2016 | Mid Year | May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | | | |
| | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------|----------------------------------|--------------|---------------|----------------------|-----------|
| August | 13. Periodic grade level meeting | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | for vertical and horizontal | Edgar Garza | \$2000 | Assessments | 3 TM |
| То | alignment. | Manuel Lopez | + | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 1014 2017 | | | | Daily Reading Scores | 8 DM |
| August | 14. Familiarize students with | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | different genres. | Manuel Lopez | | Assessments | 3 TM |
| То | 6 | 1 | | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 11111 2017 | | | | Daily Reading Scores | 8 DM |
| August | 15. The indicated assessments | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | will be administered to evaluate | Manuel Lopez | District | Assessments | 3 TM |
| Through | reading program. | - | \$1,500 | State Assessments | 4 PD |
| May 2017 | • TPRI | | | Results | 5 TM |
| | STAAR/STAAR ALT | | | Daily Reading Scores | 8 DM |
| | 2/STAAR/STAAR ALT | | | | |
| | 2/TELPAS | | | | |
| August | 16. Develop LEP Intervention | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | Plans for students in need of | Manuel Lopez | | Assessments | 3 TM |
| То | assistance and implement them. | • | | State Assessments | 4 PD |
| May 2017 | r · · · · · | | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |

| Student | Population: Bilingual | / ESL | | | | | |
|---|--|---|---|--|--------------------------------------|--|--|
| Indicate | Dr: Reading | Reading Curriculum (continued) | | | | | |
| Objective: To improve the level of student performance as noted. | | | | | | | |
| May 2016 R-83%, W-83%, M-86% S-86% | | Mid Year R-95%, W-95%, M-95%, S-95% | | May 2017 R-100%, W-100%, M-100%, S-100% | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | | |
| August 2016 To May 2017 | 17. Students will keep a reading contract log to record all books read throughout the year. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | | |
| Bi- Annually 2013-2013 | 18. Distribute RIF Books twice a year to motivate reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | Title VI Funding \$500 Title Funding \$500 | g Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | | |
| August 2016 | 19. Provide staff development on research based assessment data interpretation. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | | |
| October 2013 To May 2017 | 20. Provide resource classes to service all students who are low performing as indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | State Bilingual \$5000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | | |

| Student | Population: Bilingual | / ESL | | | |
|---|---|--|--|--|--------------------------------------|
| Indicate | Indicator: Reading Curriculum (continued) | | | | |
| Objective: To improve the level of student performance as noted. | | | | | |
| R-83%, | May 2016 W-83%, M-86% S-86% | | Mid Year | |)17 100%, S-100% |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 21. Provide students incentives for all students who mastered all areas of six weeks exams. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 22. Purchase instructional supplies. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding SCE (available funds | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Every Six Weeks through May 2017 | 23. Implement reading strategies for all 504 students as indicated in IAP. | Teachers Elizabeth Guerra Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Bilingual / | Bilingual / ESL | | | |
|----------------------------|---|----------------------------|--------------------------------|--|--|
| Indicator: | Writing Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-------------------------|--|--------------------------------------|
| August 2016 To May 2017 | 1. Provide an opportunity for teachers to share writing with author's voice to emphasize what is expected in STAAR/STAAR ALT 2 writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 2. Provide staff development training on grammar and composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1200 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Daily | 3. Implement journal writing daily at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Use Dolch and Frequently used word lists to increase student vocabulary. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | -0- | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Bilingual / ESL | | | | |
|----------------------------|---|----------------------------|--------------------------------|--|--|
| Indicator: | Writing Curriculum (continued) | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|--|--|-----------|--|--------------------------------------|
| August 2016 To May 2017 | 5. Teachers will provide incentives for mastery on writing six weeks assessments. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 6. Implement writing timelines at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. 3 rd and 4 th grade students will utilize a thesaurus/dictionary while practicing composition and use Word Walls. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. Make modifications to the writing curriculum emphasizing SE not mastered in six weeks assessments. | Teachers Facilitator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Bilingual / ESL | | | | |
|----------------------------|---|----------------------------|--------------------------------|--|--|
| Indicator: | Math Curriculum (continued) | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 Mid Year M | | | May 2017 | | |
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---------------------------------|-----------------|---------------|----------------------|-----------|
| August 2016 | 1. Utilize TEKING Toward the | Teachers | Title Funding | Six Weeks | 2 SA |
| То | STAAR/STAAR ALT 2 as a | Edgar Garza | \$5,000 | Assessments | 3 TM |
| May 2017 | resource to cover math TEKS. | Manuel Lopez | | State Assessments | 4 PD |
| 2 | | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 2. Develop math strategies that | Teachers | \$0 | Six Weeks | 2 SA |
| То | focus on low performance areas. | Edgar Garza | | Assessments | 3 TM |
| May 2017 | (K-4) | Manuel Lopez | | State Assessments | 4 PD |
| 5 | | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 3. Align the Math Curriculum | Teachers | \$0 | Six Weeks | 2 SA |
| | emphasizing the | Edgar Garza | | Assessments | 3 TM |
| | TEKS/STAAR/STAAR ALT 2 | Manuel Lopez | | State Assessments | 4 PD |
| | objectives with strong emphasis | Carmelita Cantu | | Results | 5 TM |
| | on objective not mastered as | | | Daily Reading Scores | 8 DM |
| | indicated by STAAR/STAAR | | | | |
| | ALT 2. | | | | |
| August 2016 | 4. Utilize Success Maker | Teachers | Title Funding | Six Weeks | 2 SA |
| То | programs (K-4) that address | Edgar Garza | \$3000 | Assessments | 3 TM |
| May 2017 | Math TEKS/STAAR/STAAR | Manuel Lopez | | State Assessments | 4 PD |
| | ALT 2. | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| | | | | | |

| Student] | Population: Bilingua | 1/ESL | | | | |
|---|--|---|---|--|--------------------------------------|--|
| Indicato | Math Cu | rriculum (continued) | | | | |
| Objective: To improve the level of student performance as noted. | | | | | | |
| U | May 2016 | Mid | Year | May 201 | | |
| R-83%, W | V-83%, M-86% S-86% | K-95%, W-95% | o, M-95%, S-95% | R-100%, W-100%, M- | 100%, S-100% | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 5. Provide tutorial/enrichment services to all students during P after school and Saturdays. Incl 2 nd grade standardized testing as basis for student participation an LEP Student Plans as needed. | IudeManuel Lópezs aTeachers | Title Funding SCE AR/M \$38,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| August 2016 To May 2017 | 6. Provide instruction by highly qualified teachers. | Campus Principals Curriculum Directors | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| August 2016 To May 2017 | 7. All students will work on dail story problems. | ly Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| August 2016 | 8. Implement Math Vocabulary daily and Word Walls for Math. | | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| August 2016 To May 2017 | 9. Develop of list of websites to include in our school website to enrich math curriculum. | | Technology Funding CCC Labs Classroom computers | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |

| Student Population: | Bilingual / ESL | | | |
|---------------------------------|---|--|--|--|
| Indicator: | Math Curriculum (Continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|-------------------------------|----------------|-------------------|---|-----------|
| August | 10. Purchase materials and | Edgar Garza | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | supplies to meet goals and | Teachers | SCE | State Assessments Results | 3 TM |
| То | objectives. | Manuel Lopez | (allocated funds) | Daily Reading Scores | 4 PD |
| May 2017 | | | | | 5 TM |
| | | | | | 8 DM |
| Every Six | 11. Teacher will provide | Teacher | \$0 | Six Weeks Assessments | 2 SA |
| Weeks | incentives at the end of each | | | State Assessments Results | 3 TM |
| | six week for students who | | | Daily Reading Scores | 4 PD |
| | mastered the math six | | | | 5 TM |
| | weeks exam. | | | | 8 DM |
| August | 12. Analyze six weeks | Rubén González | -0- | Six Weeks Assessments | 2 SA |
| 2016 | assessment data. | Manuel López | | State Assessments Results | 3 TM |
| То | | Teacher | | Daily Reading Scores | 4 PD |
| May 2017 | | | | | 5 TM |
| 11149 2017 | | | | | 8 DM |
| August | 13. Develop a tutorial | Edgar Garza | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | curriculum based on six | Teachers | | State Assessments Results | 3 TM |
| То | weeks assessment data and | Facilitator | | Daily Reading Scores | 4 PD |
| May 2017 | previous year | | | | 5 TM |
| 1.1.49 =017 | STAAR/STAAR ALT 2 | | | | 8 DM |
| | data. | | | | |
| August | 14. Observe, mentor, and | Master Math | \$0 | Standardized Testing Results | 2 SA |
| 2016 | facilitate math instruction | Teacher | | Six Weeks Assessments | 3 TM |
| То | by master math teachers. | Facilitator | | State Assessments Results Daily Reading Scores | 4 PD |
| May 2017 | by master main teachers. | i ucintutoi | | Daily Reduling Scores | 5 TM |
| 141ay 2017 | | | | | 8 DM |

| Student Population: | Bilingual Students |
|----------------------------|---|
| Indicator: | Science Curriculum |
| Objective: | To improve the level of student performance as noted. |

| I | May 2016 | Mid Year | May 2017 |
|--------------|----------------|----------------------------|--------------------------------|
| R-83%, W-839 | %, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------------|--|------------------|---------------|----------------------|-----------|
| August | 1. Develop and utilize science timelines | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | based on student expectations for all | Manuel Lopez | District | Assessments | 3 TM |
| Through | students. | L L | \$1,500 | State Assessments | 4 PD |
| May 2017 | | | + - , - • • | Results | 5 TM |
| 1111 <u>2017</u> | | | | Daily Reading Scores | 8 DM |
| August | 2. Develop and utilize a | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | spiraling curriculum each six | Edgar Garza | \$2000 | Assessments | 3 TM |
| То | weeks. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 1111 <u>2017</u> | | | | Daily Reading Scores | 8 DM |
| August | 3. Develop a science lab. | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | | Manuel Lopez | | Assessments | 3 TM |
| То | | I | | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 101uy 2017 | | | | Daily Reading Scores | 8 DM |
| August | 4. Schedule classes to attend the | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | science lab once per six week | Edgar Garza | | Assessments | 3 TM |
| То | minimum. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | | Carmelita Cantu. | | Results | 5 TM |
| 1111 2017 | | Cumonta Cunta. | | Daily Reading Scores | 8 DM |

| Student Population: | Bilingual Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| | May | 2016 | | | Mid Y | Year | | May 2017 |
|--------|--------|-------|-------|----------------------------|-------|-------|--------------------------------|----------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | | S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------|--|------------------|---------------|----------------------|-----------|
| August | 5. Introduce, define, and discuss | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | science vocabulary using word | Manuel Lopez | District | Assessments | 3 TM |
| Through | wall, snapshots, and foldable. | 1 I | \$1,500 | State Assessments | 4 PD |
| May 2017 | ······, ····· F ·····, ····· | | + - ,• • • | Results | 5 TM |
| 101uy 2017 | | | | Daily Reading Scores | 8 DM |
| August | 6. Assess all 5 th grade students | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | every six weeks in science using | Edgar Garza | \$2000 | Assessments | 3 TM |
| То | TEKS based assessments using | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | STAAR/STAAR ALT 2 Test | 1 I | | Results | 5 TM |
| | Maker and STAAR/STAAR | | | Daily Reading Scores | 8 DM |
| | ALT 2 ONE. | | | | |
| August | 7. All students will be assessed | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | weekly to use data to make | Manuel Lopez | | Assessments | 3 TM |
| То | modification to keep student | 1 I | | State Assessments | 4 PD |
| May 2017 | progress positive. | | | Results | 5 TM |
| 1.1 u j <u>201</u> | Progress Postaron | | | Daily Reading Scores | 8 DM |
| August | 8. Implement a daily 60 minutes | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | science period for 5 th grade | Edgar Garza | | Assessments | 3 TM |
| То | students. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | | Carmelita Cantu. | | Results | 5 TM |
| 1.1uy 2017 | | Cumonta Cunta. | | Daily Reading Scores | 8 DM |
| | | | | | |

| Student Population: | Bilingual Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|---|---|--------------------------------------|
| August 2016 Through May 2017 | 9. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding SCE AR/AM \$38,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 10. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 11. All students will be assessed weekly to use data to make modification to keep student positive progress. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Use LEP Student Plans as needed. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Bilingual / ESL | | | | |
|--------------------------------------|---|--|--|--|--|
| Indicator: | Social Studies Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 R-83%, W-83%, M S-86% | Mid Year May 2017 R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---|---|--|--|--|--|
| August 2016 Through May 2017 August 2016 | Develop and utilize social studies timelines based on student expectations for all students. Develop and utilize a | Teachers Manuel Lopez Teachers | Title Funding District Funds \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's Six Weeks Assessments State Assessments | 2 SA 3 TM 4 PD 5 TM 8 DM 2 SA 3 TM |
| To May 2017 | spiraling curriculum each six weeks, following the TEKS. | Edgar Garza Manuel Lopez | | Results Formative/Summative Evals PLC's Six Weeks Assessments | 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 3. Create historical documents so students will be able to relate the past to the present. | Teachers Manuel Lopez | Title Funding \$1000 | State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Utilized the lab scheduled to introduce students to historical figures via the internet. | Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 5. Provide professional staff development on selected social studies topics. | Manuel Lopez Carmelita Cantu | \$1500 Title II | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Pop | pulation | Bilingual / I | Bilingual / ESL | | | | |
|--------------------|-----------------|---------------|---|--|--|--|--|
| Indicator: | | Social Studi | Social Studies Curriculum | | | | |
| Objective: | | To improve | To improve the level of student performance as noted. | | | | |
| | May 2016 | M 860/ | Mid Year May 2017 | | | | |
| K-05%, | W-83%, S-86% | WI-OU 70 | 86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------|-----------------------------------|------------------|------------------------|------------------------------|-----------|
| August | 6. Introduce, define, and discuss | Teachers | Title Funding District | Six Weeks Assessments | 2 SA |
| 2016 | social studies vocabulary using | Manuel Lopez | \$1,500 | State Assessments Results | 3 TM |
| Through | word walld, snapshots, and | - | | Formative/Summative | 4 PD |
| May 2017 | foldables. | | | Evals PLC's | 5 TM |
| | | | | TLC S | 8 DM |
| August | 7. Assess all students every six | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | weeks in social studies using | Edgar Garza | \$2000 | State Assessments Results | 3 TM |
| То | TEKS based assessments with | Manuel Lopez | | Formative/Summative Evals | 4 PD |
| May 2017 | STAAR/STAAR ALT 2 Test | | | PLC's | 5 TM |
| 5 | Maker and STAAR/STAAR | | | TLC 5 | 8 DM |
| | ALT 2 ONE and other district | | | | |
| | resources. | | | | |
| August | 8. All students will be assessed | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | weekly to use data to make | Manuel Lopez | | State Assessments Results | 3 TM |
| То | modifications to keep student | | | Formative/Summative | 4 PD |
| May 2017 | progress positive. | | | Evals | 5 TM |
| 101ay 2017 | progress positive. | | | PLC's | 8 DM |
| August | 9. Implement a daily 60 minutes | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | social studies for all students. | Edgar Garza | | State Assessments Results | 3 TM |
| То | | Manuel Lopez | | Formative/Summative | 4 PD |
| May 2017 | | Carmelita Cantu. | | Evals PLC's | 5 TM |
| | | | | FLC S | 8 DM |
| August | 10. Build up Pre-kindergarten | Teachers | \$500 | Six Weeks Assessments | 2 SA |
| 2016 | social studies curriculum to | Manuel Lopez | Title Funding | State Assessments | 3 TM |
| То | reflect questioning and rigor in | Carmelita Cantu. | | Results | 4 PD |
| May 2017 | the different grade level | | | Daily Reading Scores | 5 TM |
| | benchmarks. | | | PLC's | 8 DM |

| Student Population: | Bilingual / ESL |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| | May 2016 Mid Year | | May 2017 | | | | | |
|--------|-------------------|-------|----------|--------|--------|--------|-------|--------------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, | W-95%, | M-95%, | S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--|--|--------------------------------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |



Gifted and Talented Reading Writing Math Science Social Studies

| Student Population: Gifted and Talented | | | | |
|---|----------------------------|----------|--|--|
| Indicator: Reading Curriculum | | | | |
| Objective: To improve the level of stu | Ident performance as noted | | | |
| May 2016 | Mid Year | May 2017 | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---|---|---------------|----------------------|-----------|
| August 2016 | 1. Analyze and desegregate GT | Teachers | \$0 | Six Weeks | 2 SA |
| C C | student's reading test data. | Edgar Garza | | Assessments | 3 TM |
| | • STAAR/STAAR ALT 2 | Carmelita Cantu | | State Assessments | 4 PD |
| | • ITBS/TPRI/Aprenda | Manuel Lopez | | Results | 5 TM |
| | | in an and a specific | | Daily Reading Scores | 8 DM |
| | • TELPAS | | | | |
| August 2016 | 2. Provide staff development on | Teachers | Title Funding | Six Weeks | 2 SA |
| То | STAAR/STAAR ALT 2 reading | Edgar Garza | \$500 | Assessments | 3 TM |
| September | strategies for all grades and align the | Manuel Lopez | | State Assessments | 4 PD |
| 2013 | curriculum to STAAR/STAAR ALT 2. | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| Daily | 3. Emphasize STAAR/STAAR ALT | Teachers | | Six Weeks | 2 SA |
| | 2/TEKS Reading objectives in all | Edgar Garza | -0- | Assessments | 3 TM |
| | content areas. | Manuel Lopez | | State Assessments | 4 PD |
| | | Carmelita Cantu | | Results | 5 TM |
| | | Cumenta Cuma | | Daily Reading Scores | 8 DM |
| August 2016 | 4. Revise Reading Six Weeks | Teachers | Title Funding | Six Weeks | 2 SA |
| То | Assessment to be administered at the | Edgar Garza | \$6000 | Assessments | 3 TM |
| May 2017 | end of each six weeks. | Manuel Lopez | Summer Budget | State Assessments | 4 PD |
| | | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |

| Student Population: Gifted and Talented | | | | | | |
|---|----------------------------|--|--|--|--|--|
| Indicator: Reading Curriculum (continued) | | | | | | |
| Objective: To improve the level of stu | udent performance as noted | | | | | |
| May 2016 | May 2016 Mid Year May 2017 | | | | | |
| R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---|-----------------|------------------|----------------------|-----------|
| August 2016 | 5. Develop Reading Strategies that | Teachers | \$0 | Six Weeks | 2 SA |
| То | focus on low performing students. | Facilitator | | Assessments | 3 TM |
| May 2017 | | | | State Assessments | 4 PD |
| 5 | | | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 6. Reading timelines will be | Teachers | \$0 | Six Weeks | 2 SA |
| То | utilized to meet STAAR/STAAR | Edgar Garza | | Assessments | 3 TM |
| May 2017 | ALT 2/TEKS objectives. | Manuel Lopez | | State Assessments | 4 PD |
| 5 | 5 | Carmelita Cantu | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| August 2016 | 7. Enrichment and accelerated | Teachers | AR/AM | Six Weeks | 2 SA |
| То | instruction for 3 rd and 5 th grade | Edgar Garza | State Comp | Assessments | 3 TM |
| May 2017 | Gifted and Talented students during | Manuel Lopez | Title Funding | State Assessments | 4 PD |
| | P.E period and after school. | Carmelita Cantu | \$38000/semester | Results | 5 TM |
| | Enrichment services provided for | | | Daily Reading Scores | 8 DM |
| | K-2 students during P.E time. | | | | |
| August 2016 | 8. Utilize the Success Maker | Teachers | Title Funding | Six Weeks | 2 SA |
| То | program for Gifted and Talented | Edgar Garza | \$3000 | Assessments | 3 TM |
| May 2017 | students. Students will attend 20 | Manuel Lopez | | State Assessments | 4 PD |
| 111uj 2017 | minutes daily session. | Carmelita Cantu | | Results | 5 TM |
| | | Carnonia Canta | | Daily Reading Scores | 8 DM |

| Student P | Population: Gifted and Talente | ed | | | |
|--------------------------------|--|--|-----------|--|--------------------------------------|
| Indicator | Reading Curriculum (continued |) | | | |
| Objective | To improve the level of student | performance as no | ted | | |
| May 2016 | | Mid Yea | Mid Year | | 017 A-100%, S-100% |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 9. Provide fluency Intervention through Reading Naturally in grades PK-5th. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 20056 To May 2017 | 10. Provide staff development on analyzing reading test data and to find intervention resources for Gifted and Talented students that are performing below grade level in reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 11. Provide in-services to parents on STAAR/STAAR ALT 2, Reading strategies and how to help their children and teachers. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Develop a tier system to implement systematic accelerated reading instruction for students in 1 st - 5 th . | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: Gifted and Ta | lented | | | |
|--|---------------------------|--|--|--|
| Indicator: Reading Curriculum (contin | nued) | | | |
| Objective: To improve the level of stu | dent performance as noted | | | |
| May 2016 Mid Year May 2017 R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|-------------------------|--|--------------------------------------|
| August 2016 Through May 2017 | 13. The indicated assessments will be administered to evaluate reading program. TPRI ITBS STAAR/STAAR ALT 2/STAAR/STAAR ALT 2/TELPAS | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 14. Periodic grade level meeting for vertical and horizontal alignment. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 15. Familiarize students with different genres. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 16. Implement daily journal writing correlated to a story in student's basal reader | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 17. Students will keep a reading contract log to record all books read throughout the year. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | |

| Student Population: Gifted and Talented | | | | | |
|---|----------------------------|--------------------------------|--|--|--|
| Indicator: Reading Curriculum (continued) | | | | | |
| Objective: To improve the level of stu | ident performance as noted | | | | |
| May 2016 | | | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------------------------------|--|---|---------------------------|--|--------------------------------------|
| August 2016 To May 2017 | 18. Students will keep a reading contract log to record all books read throughout the year. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Bi- Annually 2016-2017 | 19. Distribute RIF Books at least once a year to motivate reading. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | Regular Program \$1000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 | 20. Provide staff development on research based assessment data interpretation. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 21. Provide resource classes to service G/T students who are low performing as indicated in STAAR/STAAR ALT 2 and six weeks assessments. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student | Population: Gifted an | nd Talented | | | | |
|---|---|--|---------------------------------------|--|--------------------------------------|--|
| Indicate | Dr: Reading | Curriculum (continued) | | | | |
| Objecti | ve: To impre | To improve the level of student performance as noted. | | | | |
| R-83%, | May 2016 W-83%, M-86% S-86% | Mid Yea R-95%, W-95%, M | | May 2017 R-100%, W-100%, M-100%, S-100% | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | 22. Provide students incentives for all students who mastered all areas of six weeks exams. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| Every Six Weeks through May 2017 | 23. Purchase instructional materials and supplies goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding State Comp \$4500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |
| Every Six Weeks through May 2017 | 24. Implement reading strategies for all 504 students as indicated in IAP. | Teachers Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM | |

| Student Population: | Gifted and | Gifted and Talented | | | | |
|----------------------------|---|----------------------------|------------------------------------|--|--|--|
| Indicator: | Writing Cu | Writing Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | | |
| May 2016 | 6 Mid Year May 2017 | | May 2017 | | | |
| R-83%, W-83%, M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|----------------------------------|--|--|--------------------------|---|--------------------------------------|
| August 2016 To May 2017 | 1. Provide an opportunity for teachers to share writing with author's voice to emphasize what is expected in STAAR/STAAR ALT 2 writing. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Daily | 2. Implement journal writing daily at each grade level. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 3. Use work lists to strengthen student vocabulary. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Provide staff development training on grammar and composition. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$1,200 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented | | | |
|----------------------------|---|--|--------------------------------|--|
| Indicator: | Writing Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | |
| May 2016 | Mid Year May 2017 | | May 2017 | |
| R-83%, W-83%, M-86% | S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-10 | | R-100%, W-100%, M-100%, S-100% | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------|------------------------------------|-----------------|-----------|---------------------------|-----------|
| August 2016 | 5. Teachers will provide | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | incentives for mastery on writing | Facilitator | | State Assessments Results | 3 TM |
| May 2017 | six weeks assessments. | | | Daily Reading Scores | 4 PD |
| | | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 6. Implement writing timelines at | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | each grade level. | Edgar Garza | | State Assessments Results | 3 TM |
| May 2017 | | Manuel Lopez | | Daily Reading Scores | 4 PD |
| 5 | | Carmelita Cantu | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 7. PK-5 grade students will | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | utilize a thesaurus/dictionary | Edgar Garza | | State Assessments Results | 3 TM |
| May 2017 | while practicing composition. | Manuel Lopez | | Daily Reading Scores | 4 PD |
| 5 | | Carmelita Cantu | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 8. Analyze and desegregate data | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | in PPK-5th at the end of the six | Edgar Garza | | State Assessments Results | 3 TM |
| May 2017 | weeks in writing using six weeks | Manuel Lopez | | Daily Reading Scores | 4 PD |
| 2 | assessments. | Carmelita Cantu | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 9. Make modifications to the | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | writing curriculum emphasizing | Facilitator | | State Assessments Results | 3 TM |
| May 2017 | SE not mastered in six weeks | | | Daily Reading Scores | 4 PD |
| 5 | assessments. | | | | 5 TM |
| | | | | | 8 DM |
| December 2013 | 10 Provide enrichment activities | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| То | for students experiencing | Edgar Garza | | State Assessments Results | 3 TM |
| May 2017 | difficulties mastering the writing | Manuel Lopez | | Daily Reading Scores | 4 PD |
| 5 | process. | Carmelita Cantu | | | 5 TM |
| | r | | 1 | | 8 DM |

| Student Population: | Gifted and Talented |
|----------------------------|---|
| Indicator: | Writing Curriculum (continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 |
|---------------------------|----------------------------|------------------------------------|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|--|--|--------------------------------------|
| August 2016 To May 2017 | 11. Students will publish works using technology. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Purchase materials and supplies to meet goals and objectives. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$9,000 State Comp \$10,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 13. Integrate writing throughout content areas. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student I | Population: Gifted and | Talented | | | |
|--|--|--|--------------------------|--|--------------------------------------|
| Indicator | Math Curr | iculum | | | |
| Objective | e: To improv | e the level of student pe | rformance as no | oted. | |
| May 2016 R-83%, W-83%, M-86% S-86% | | | Mid Year | | 00%, S- |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 1. Utilize TEKING Toward the STAAR/STAAR ALT 2 as a resource to cover math TEKS. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | Title Funding \$5,000 | g Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 2. Develop math strategies that focus on low performance areas.(PK-5) | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 | 3. Align the Math Curriculum emphasizing the TEKS/STAAR/STAAR ALT 2 objectives with strong emphasis on objective not mastered as indicated by STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Utilize Success Maker programs (K-4) that address Math TEKS/STAAR/STAAR ALT 2. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented | | | |
|----------------------------|--|--|--|--|
| Indicator: | Math Curriculum (continued) | | | |
| Objective: | To improve the level of student performance as noted. | | | |
| May 2016 | Mid Year May 2017 | | | |
| R-83%, W-83%, M-86% | S-86%, % R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------------------------|---|--|---|--|--------------------------------------|
| August 2016 To May 2017 | 5. Provide enrichment services/accelerated instruction to all students during PE, after school and Saturdays. | Edgar Garza Carmelita Cantu Manuel López Teachers | Title Funding State Comp AR/M Funding \$38,000/per semester | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 6. Provide parent volunteers to drill students with mathematical problems. | Teacher | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. Provide instruction by highly qualified teachers. | Campus Principals Curriculum Directors | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. All students will work on daily story problems. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 | 9. Implement Math Vocabulary daily. | Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student | Population: Gifted | and Talented | | | |
|--|--|---|--|--|--------------------------------------|
| Indicato | r: Math C | Curriculum (Contin | ued) | | |
| Objectiv | e: To imp | prove the level of st | udent performance as | s noted. | |
| May 2016 Mid Year May 2017 R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, S-100% | | | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 10. Develop of list of websites to include in our school website to enrich math curriculum. | Teachers Facilitator | Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 11. Purchase materials and supplies to meet goals and objectives. | Edgar Garza Teachers Manuel Lopez | Title Funding State Comp (allocated funds) | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| Every Six Weeks | 12. Teacher will provide incentives at the end of each six week for students who mastered the math six weeks exam. | Teacher | Activity Fund \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 13. Analyze six weeks assessment data. | Rubén González Manuel López Teacher | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented Students | | |
|----------------------------|---|--|--|
| Indicator: | Science Curriculum | | |
| Objective: | To improve the level of student performance as noted. | | |

| May 2016 | | Mid Year | May 2017 | |
|---------------|-------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, | M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------|--|------------------|---------------|----------------------|-----------|
| August | 1. Develop and utilize science timelines | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | based on student expectations for all | Manuel Lopez | District | Assessments | 3 TM |
| Through | students. | T T | \$1,500 | State Assessments | 4 PD |
| May 2017 | | | Summer | Results | 5 TM |
| May 2017 | | | Summer | Daily Reading Scores | 8 DM |
| August | 2. Develop and utilize a | Teachers | Title Funding | Six Weeks | 2 SA |
| 2016 | spiraling curriculum each six | Edgar Garza | \$2000 | Assessments | 3 TM |
| То | weeks. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 101ay 2017 | | | | Daily Reading Scores | 8 DM |
| August | 3. Update the science lab. | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | - | Manuel Lopez | | Assessments | 3 TM |
| То | | 1 | | State Assessments | 4 PD |
| May 2017 | | | | Results | 5 TM |
| 10149 2017 | | | | Daily Reading Scores | 8 DM |
| August | 4. Schedule classes to attend the | Teachers | \$0 | Six Weeks | 2 SA |
| 2016 | science lab once per six week | Edgar Garza | | Assessments | 3 TM |
| То | minimum. | Manuel Lopez | | State Assessments | 4 PD |
| May 2017 | | Carmelita Cantu. | | Results | 5 TM |
| 2017 | | | | Daily Reading Scores | 8 DM |

| Student Population: | Gifted and Talented Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | Mid Year | May 2017 | |
|---------------------------|----------------------------|----------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-86%, W-91%, M-90%, S-79% | R-90%, W-91%, M-90%, S-80% | |
| | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|-----------|--|--------------------------------------|
| August 2016 Through May 2017 | 5. Introduce, define, and discuss science vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 6. Assess all 5 th grade students every six weeks in science using TEKS based assessments using STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE. | Teachers Edgar Garza Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. All students will be assessed weekly to use data to make modification to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. Implement a daily 60 minutes science period for 5 th grade students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented Students |
|----------------------------|---|
| Indicator: | Science Curriculum (Continued) |
| Objective: | To improve the level of student performance as noted. |

| May 2016 | | Mid Year | May 2017 | | |
|----------|--------|----------|----------|----------------------------|--------------------------------|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|---|---|--------------------------------------|
| August 2016 Through May 2017 | 9. Provide accelerated/enrichment instruction during P.E., afterschool, and Saturdays for all 5 th grade students. | Teachers Manuel Lopez | Title Funding \$38,000/ semester | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 10. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding SCE (allocated funding) | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 11. All students will be assessed weekly to use data to make modification to keep student positive progress. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented Students | | | | |
|----------------------------|--|--------|--|--|--|
| Indicator: | Social Studies Curriculum | | | | |
| Objective: | To improve the level of student performance as noted. | | | | |
| May 2016 | Mid Year May 2017 | | | | |
| R-83%, W-83%, M-86 | % S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-100%, | S-100% | | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|------------|------------------------------------|-----------------|----------------|------------------------------|-----------|
| August | 1. Develop and utilize social | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | studies timelines based on | Manuel Lopez | District Funds | State Assessments | 3 TM |
| Through | student expectations for all | - | \$1,500 | Results | 4 PD |
| May 2017 | students. | | . , | Formative/Summative Evals | 5 TM |
| | | | | PLC's | 8 DM |
| August | 2. Develop and utilize a | Teachers | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | spiraling curriculum each six | Edgar Garza | | State Assessments | 3 TM |
| То | weeks, following the TEKS. | Manuel Lopez | | Results | 4 PD |
| May 2017 | ý C | 1 | | Formative/Summative Evals | 5 TM |
| | | | | PLC's | 8 DM |
| August | 3. Create historical documents | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| 2016 | so students will be able to relate | Manuel Lopez | \$1000 | State Assessments | 3 TM |
| То | the past to the present. | 1 | | Results | 4 PD |
| May 2017 | F F | | | Formative/Summative Evals | 5 TM |
| 1.1aj 2017 | | | | Evals PLC's | 8 DM |
| August | 4. Utilized the lab scheduled to | Edgar Garza | \$0 | Six Weeks Assessments | 2 SA |
| 2016 | introduce students to historical | Manuel Lopez | | State Assessments | 3 TM |
| То | figures via the internet. | Carmelita Cantu | | Results | 4 PD |
| May 2017 | | | | Formative/Summative Evals | 5 TM |
| 10149 2017 | | | | Evals PLC's | 8 DM |
| August | 5. Provide professional staff | Manuel Lopez | \$1500 | Six Weeks | 2 SA |
| 2016 | development on selected social | Carmelita Cantu | Title II | Assessments | 3 TM |
| То | studies topics. | | | State Assessments | 4 PD |
| May 2017 | I | | | Results | 5 TM |
| | | | | Daily Reading Scores | 8 DM |
| | | | | PLC's | |

•

| Student Popu | opulation: Gifted and Talented Students | | | | | |
|---------------------|---|--|--|-----|--|--|
| Indicator: | | Social Studies Curriculum | | | | |
| Objective: | | To improve | the level of student performance as note | ed. | | |
| | Iay 2016 | y 2016 Mid Year May 2017 | | | | |
| · · · · · · | | R-95% , W-95% , M-95% , S-95% R-100% , W-100% , M-100% , S-100% | | | | |
| | S-86% | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|---|---|--------------------------------------|--|--------------------------------------|
| August 2016 Through May 2017 | 6. Introduce, define, and discuss social studies vocabulary using word wall, snapshots, and foldable. | Teachers Manuel Lopez | Title Funding District \$1,500 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. Assess all students every six weeks in social studies using TEKS based assessments with STAAR/STAAR ALT 2 Test Maker and STAAR/STAAR ALT 2 ONE and other district resources. | Teachers Edgar Garza Manuel Lopez | Title Funding \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. All students will be assessed weekly to use data to make modifications to keep student progress positive. | Teachers Manuel Lopez | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 9. Implement a daily 60 minutes social studies for all students. | Teachers Edgar Garza Manuel Lopez Carmelita Cantu. | \$0 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 10. Build up Pre-kindergarten social studies curriculum to reflect questioning and rigor in the different grade level benchmarks. | Teachers Manuel Lopez Carmelita Cantu. | \$500 Title Funding | Six Weeks Assessments State Assessments Results Daily Reading Scores PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student Population: | Gifted and Talented Students |
|----------------------------|---|
| Indicator: | Social Studies Curriculum |
| Objective: | To improve the level of student performance as noted. |

| May | 2016 | Mid Year | May 2017 | |
|---------------|-------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, | M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|---------------------------------------|--|---|--|---|--------------------------------------|
| August 2016 Through May 2017 | 11. Provide accelerated/enrichment instruction during P.E., and afterschool for all students. | Teachers Manuel Lopez | Title Funding \$9,800 per year | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Purchase supplies and materials to implement a science program campus wide. | Teachers Edgar Garza Manuel Lopez | Title Funding/ State Comp \$2000 | Six Weeks Assessments State Assessments Results Formative/Summative Evals PLC's | 2 SA 3 TM 4 PD 5 TM 8 DM |



<u>Counseling Services</u> All Students

Special Education

Migrant

Bilingual

At-Risk & Title Programs

Gifted and Talented

Student Population: All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted and Talented

Indicator: Counseling Service

Objective: The counseling program will include the Drug & Violence Free Education Program and Character Education. Implementation of Reality-Choice Therapy and /or Play Therapy and related issues for all students in PK-5.

| May 2016 | | | • | Mid Year | May 2017 |
|---------------------------|--|----------------------------|------------------------------------|----------|----------|
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | | |
| | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|-------------|---------------------------------------|-------------------|---------------|-----------------------------------|--------------|
| August 2016 | 1. Expand on proper materials and | Elizabeth Guerra | Title Funding | Six Weeks | 2 SA |
| Through | conduct presentations on violence | Teachers | \$1200 | Assessments | 3 TM |
| May 2017 | prevention and drug prevention by | | | State Assessments | 4 PD |
| | acquiring motivational speakers. | | | Results | 5 TM |
| | acquiring monvarionar speakers. | | | Daily Reading Scores | 8 DM |
| Monthly | 2. Expand on antiviolence materials | Elizabeth Guerra | Title Funding | Six Weeks | 2 SA |
| Through May | and conduct presentations on | Teachers | \$500 | Assessments | 3 TM |
| 2017 | character education; getting along, | | | State Assessments | 4 PD |
| (6 weeks) | acquiring social skills and | | | Results | 5 TM |
| (0 weeks) | friendship (Best Program and | | | Daily Reading Scores | 8 DM |
| | Project Wisdom) | | | | |
| Daily | y , | Elizabeth Guerra | \$0 | Six Weeks | 2 SA |
| Daily | 3. Keeps logs regarding counseling | | \$ 0 | Assessments | 2 SA 3 TM |
| | services, drug related or | Teachers | | State Assessments | 4 PD |
| | inappropriate behavior. | | | Results | 4 PD 5 TM |
| | | | | | 8 DM |
| August 2016 | 4 Dian and implement sources | Elizabeth Cuerra | \$0 | Daily Reading Scores Six Weeks | 2 SA |
| August 2016 | 4. Plan and implement career | Elizabeth Guerra | \$ 0 | Assessments | 2 SA 3 TM |
| To | education awareness through | Teachers | | State Assessments | 4 PD |
| May 2017 | guidance classes and youth | | | Results | 4 FD 5 TM |
| (6 wks) | leadership program. | | | 10000100 | 8 DM |
| A | 5 Duravida dina et a maiora a C | Elizate de Casero | ¢0 | Daily Reading Scores IEPs | 2 SA |
| August 2016 | 5. Provide direct services as per Sp. | Elizabeth Guerra | \$0 | IErs | 2 SA 3 TM |
| То | Ed. Student's IEPs. | Teachers | | | - |
| May 2017 | | | | | 4 PD |
| (6 wks) | | | | | 5 TM |
| | | | | | 8 DM |

Student Population: All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted and Talented

Indicator: Counseling Service

Objective: The counseling program will include the Drug & Violence Free Education Program and Character Education. Implementation of Reality-Choice Therapy and /or Play Therapy and related issues for all students in PK-5.

| May 2016 | Mid Year | May 2017 | |
|---------------------------|----------------------------|--------------------------------|--|
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |

| Timeline | Strategy | Staff | Resource | Evaluation | Component |
|-------------|-------------------------------------|------------------|---------------|---------------------------|-----------|
| August 2016 | 6. Train teacher with methodology | Elizabeth Guerra | Title Funding | Six Weeks Assessments | 2 SA |
| То | for professional growth. | Teachers | \$1200 | State Assessments Results | 3 TM |
| May 2017 | | | | Daily Reading Scores | 4 PD |
| | | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 7. Train teachers on the use of | Elizabeth Guerra | \$0 | Six Weeks Assessments | 2 SA |
| То | programs available through | Teachers | | State Assessments Results | 3 TM |
| May 2017 | counseling department. | | | Daily Reading Scores | 4 PD |
| | | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 8. Provide incentives to students | Elizabeth Guerra | Title Funding | Six Weeks Assessments | 2 SA |
| То | who participating in the different | Teachers | \$1500 | State Assessments Results | 3 TM |
| May 2017 | programs from counseling | | | Daily Reading Scores | 4 PD |
| | department. | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 9. Provide specialized field trips | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| То | for students received group and | Edgar Garza | \$1200 | State Assessments Results | 3 TM |
| May 2017 | individual counseling services. | Elizabeth Guerra | | Daily Reading Scores | 4 PD |
| | | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 10. Purchase supplies and materials | Teachers | Title Funding | Six Weeks Assessments | 2 SA |
| То | to implement counseling program. | Edgar Garza | \$3600 | State Assessments Results | 3 TM |
| May 2017 | | Elizabeth Guerra | | Daily Reading Scores | 4 PD |
| | | | | | 5 TM |
| | | | | | 8 DM |



Library Services All Students

Special Education

Migrant

Bilingual

At-Risk & Title Programs

Gifted and Talented

Student Population: All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted and Talented

Indicator: Library

Objective: The Librarian and teachers will work together as an instructional team to plan the integration of information literacy and use of the library resources throughout the curriculum.

| May 2016 | | | Mid Year | | | | May 2017 | |
|---------------------------|--|----------------------------|----------|-------|--------------------------------|--|----------|--|
| R-83%, W-83%, M-86% S-86% | | R-95%, W-95%, M-95%, S-95% | | S-95% | R-100%, W-100%, M-100%, S-100% | | | |
| | | | | | | | | |

| Timeline | Strategy | Staff | Resources | Evaluation | Component |
|--------------|-------------------------------------|---------------------|---------------|----------------------|-----------|
| October | 1. Library Staff will conduct a | Anna Guillen. | Regular Funds | Six Weeks | 2 SA |
| 2013 | variety of instructional lessons | | \$300 | Assessments | 3 TM |
| То | dealing with library skills and | | | State Assessments | 4 PD |
| May 2017 | curriculum. | | | Results | 5 TM |
| 1.1.u.y 2017 | | | | Daily Reading Scores | 8 DM |
| August | 2. Implement Britannica, Facts | Anna Guillen | Regular Funds | Six Weeks | 2 SA |
| 2016 | on File, United Streaming and | Teachers. | \$600 | Assessments | 3 TM |
| То | Region I resources. | | | State Assessments | 4 PD |
| May 2017 | 5 | | | Results | 5 TM |
| 1.1 | | | | Daily Reading Scores | 8 DM |
| August | 3. Develop the library and | District Librarians | \$0 | Six Weeks | 2 SA |
| 2016 | technology scope and sequence | | | Assessments | 3 TM |
| То | of skills at different grade levels | | | State Assessments | 4 PD |
| May 2017 | based on the identification of | | | Results | 5 TM |
| | TEKS in the 4 core area | | | Daily Reading Scores | 8 DM |
| | subjects. | | | | |
| August | 4. Attend at least one | Anna Guillen | \$0 | Six Weeks | 2 SA |
| 2016 | curriculum meeting for each | | | Assessments | 3 TM |
| То | grade level on a monthly basis. | | | State Assessments | 4 PD |
| May 2017 | 6 | | | Results | 5 TM |
| 1.14 2017 | | | | Daily Reading Scores | 8 DM |

| Student Talented | Population: All Stude | ents, Special Education, N | ligrant, Bilingua | al, At-Risk & Title Prog | grams, Gifted and |
|---|--|----------------------------|-----------------------------|--|--------------------------------------|
| Indicate | Dr: Library (| continued) | | | |
| | ve: The Librarian and teachers n literacy and use of the librar | | | eam to plan the integra | tion of |
| May 2016 Mid Year May 20 R-83%, W-83%, M-86% S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, M-1 | | | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 5. Introduce staff and students to Reading Renaissance Program. | Anna Guillen | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 6. Expand the Everybody and Fiction collection. | Anna Guillen | Library Funding \$6, 000 | • | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. Expose students and teachers in the use of OPAC. | Anna Guillen | Library Budget \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. Invite storytellers or illustrators to bring literature to life for all students. | Anna Guillen | Library Budget \$2,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Student and Talen | ▲ | ents, Special Education | , Migrant, Bilingu | al, At-Risk & Title Prog | grams, Gifted |
|---|--|-----------------------------|-------------------------|---|--------------------------------------|
| Indicat | or: Library | (continued) | | | |
| Objecti | ve The Librarian and teachers | s will work together as a | an instructional te | am to plan the integration | on of |
| information literacy and use of the library resources throughout the curriculum.May 2016Mid YearMay 2017R-83%, W-83%, M-86% S-86%R-95%, W-95%, M-95%, S-95%R-100%, W-100%, M-100% | | | | | |
| Timeline | Strategy | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 9. Promote literature appreciation through Children's Book Weeks and National Library Week. | Anna Guillen Teachers | Library Budge \$200 | et Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 10. Promote literature appreciation through reading program. | Anna Guillen | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 11. Utilize the library's Accelerated Reader Committee | Anna Guillen Teachers | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 12. Librarian will attend various conferences and trainings. | Anna Guillen Edgar Garza | Regular Fund \$1,000 | | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 13. Identify gaps in the library collection to purchase needed items | Anna Guillen | Regular Fund \$4000 | | 2 SA 3 TM 4 PD 5 TM 8 DM |

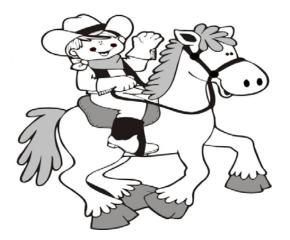
Indicator:

Library (continued)

Objective: The Librarian and teachers will work together as an instructional team to plan the integration of information literacy and use of the library resources throughout the curriculum.

| May 2016 | | | 2016 | | Mid Year | May 2017 | |
|----------|------|--------|-------|-------|----------------------------|--------------------------------|--|
| R | 83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | |
| | | | | | | | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------|---------------------------------|-----------------|-----------------|---------------------------|-----------|
| August 2016 | 14. Exhaust the library budget. | Anna Guillen | Regular Funding | Six Weeks Assessments | 2 SA |
| То | | | Title Funding | State Assessments Results | 3 TM |
| May 2017 | | | \$20,000 | Daily Reading Scores | 4 PD |
| | | | + , | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 15. Students will be awarded | Anna Guillen | Funding Raising | Six Weeks Assessments | 2 SA |
| То | on the Accelerated Reader | | \$1,800 | State Assessments Results | 3 TM |
| May 2017 | performance once per semester. | | | Daily Reading Scores | 4 PD |
| | r r | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 16. Implement Story Book | Anna Guillen | \$0 | Six Weeks Assessments | 2 SA |
| То | Parade. | Staff | | State Assessments Results | 3 TM |
| May 2017 | | | | Daily Reading Scores | 4 PD |
| 1.149 2017 | | | | | 5 TM |
| | | | | | 8 DM |
| August 2016 | 17. Separate RIF distribution | Anna Guillen | Library Funding | Six Weeks Assessments | 2 SA |
| То | by Migrant students. | Edgar Garza | \$500 | State Assessments Results | 3 TM |
| May 2017 | | Carmelita Cantu | | Daily Reading Scores | 4 PD |
| 1.149 2017 | | Manuel Lopez | | | 5 TM |
| | | Manuel Lopez | | | 8 DM |
| August 2016 | 18. Expose students to | Anna Guillen | \$0 | Six Weeks Assessments | 2 SA |
| То | different book selections | Edgar Garza | | State Assessments Results | 3 TM |
| May 2017 | through book fairs. | Carmelita Cantu | | Daily Reading Scores | 4 PD |
| | | Manuel Lopez | | - | 5 TM |
| | | | | | 8 DM |



<u>Attendance</u> All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Indicator: | Attendance | | | | | |
|---------------------------------|---|--|--|--|--|--|
| Objective: | Students will meet or exceed State Attendance Guidelines. | | | | | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S- 100% | | | |

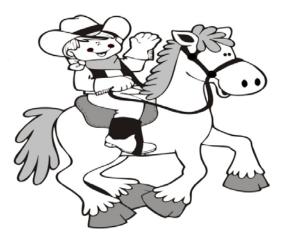
| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------------------------|---|---|--------------------------|--|-----------------------|
| August 2016 To May 2017 | 1. Provide rewards and recognition for perfect attendance on a six weeks basis. | Teachers Carmelita Cantu Attendance Clerk | Activity Fund \$300 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 To May 2017 | 2. Do follow up calls for absences. | Teachers Attendance Clerk | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 To May 2017 | 3. Recognize parents of students with outstanding attendance yearly. | Teachers Attendance Clerk | Activity Fund \$50.00 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 To May 2017 | 4. Conduct parent conferences for repeated absences. | Teachers L.P. Reyes Attendance Clerk | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |

| Indicator: | Attendance | | | | | | |
|--|------------|----------------------------|----------------------------|--|--|--|--|
| Objective: Students will meet or exceed State Attendance Guidelines. | | | | | | | |
| | | Mid Year | May 2017 | | | | |
| May 2016 | | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- | | | | |

100%

May 2016 R-83%, W-83%, M-86% S-86%

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------------------------|---|---|--------------------------|--|-----------------------|
| August 2016 To May 2017 | 5. Inform parents on the importance of student attendance and changes in school attendance policies. | Teachers Edgar Garza Carmelita Cantu | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 To May 2017 | 6. Provide students with incentives for six weeks, semester and yearly progress | Teachers Carmelita Cantu Attendance Clerk | Title Funding \$1,500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 | 7. Students with excessive absences will be referred to CPS. | Teachers Edgar Garza | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| August 2016 To May 2017 | 8. Parents will provide documentation for each absence. | Teachers Attendance Clerk Nurses | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |
| Daily | 9. The office will provide a telephone log to document phone calls for each student absence. | Attendance Clerk Office Staff | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 6 PI 10 CI |



<u>Technology</u> All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Indicator:TechnologyObjective:To improve the level of student performance as noted. | | | | | | | |
|---|--------|-------|--------------|---------------|--------------|-------------------|----------------|
| | | | | | | | |
| May 2016 | | | Mid Year | | May 2017 | | |
| R-83% , | W-83%, | M-86% | S-86% | R-95%, W-95%, | M-95%, S-95% | R-100%, W-100%, M | I-100%, S-100% |
| | | | | | | | |
| | | | | | | • | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|---------------------------------|--|---|--------------------------|--|--------------------------------------|
| August 2016 | 1. Purchase license for Success Maker labs. | Edgar Garza | Title Funding \$3,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 2. Implementation of the technology applications TEKS at each grade level. | Teachers Edgar Garza Anna Guillen | -0- | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To March 2013 | 3. Purchase headphones for classroom and lab use-as needed. | Teachers | Title Funding \$1,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 4. Implement Istation for grades 3-5. | Teachers Manuel Lope | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 5. Purchase 6 laser printer to be linked to the teacher's main computer so printing can be done cost effectively rather than using inkjet printers. | Edgar Garza Manuel Lopez | Title Funding \$1.000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 3 TM 4 PD 5 TM 8 DM |

| Tatenteu | | | | | | |
|----------------------------------|---|--|------------------------------------|--|--|--------------------------------------|
| Indicato | r: Techno | ology (Continued) | | | | |
| Objectiv | Te: To imp | prove the level of s | student performance a | as noted. | | |
| R-83%, V | May 2016 V-83%, M-86% S-86% | Mid Year | | 5% R-100% | May 2017 R-100%, W-100%, M-100%, S-100% | |
| Time Line | Strategy/Activities | Staff | Resources | Evalua | ation | Component |
| Every Six Weeks | 6. Continue to provide technical support to teachers on the use of electronic grade book and generate printable report cards. | Manuel Lopez | \$0 | Six Weeks Asses State Assessmen Daily Reading S | ssments its Results | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 7. Update hardware by purchasing 4 additional notebooks to enable students to access the internet. | Edgar Garza Manuel Lopez | \$0 | Six Weeks Asses State Assessmen Daily Reading S | ts Results | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 8. Continue to train staff on technology issues. | Teachers Anna Guillen Manuel Lopez | \$0 | Six Weeks Asses State Assessmen Daily Reading S | ts Results | 2 SA 3 TM 4 PD 5 TM 8 DM |
| June 2016 To May 2017 | 9. Purchase materials and supplies. | Teachers Edgar Garza Manuel Lopez | Title Funding (allocated funds) | Standardized Testi Six Weeks Assess State Assessments Daily Reading Sco | ments Results | 2 SA 3 TM 4 PD 5 TM 8 DM |
| August 2016 To May 2017 | 10. Allocate funds to maintain and repair hardware (digital boards, computers, printers, document cameras, etc.). | Teachers Edgar Garza Manuel Lopez | Title Funding \$1500 | Standardized Testi Six Weeks Assess State Assessments Daily Reading Sco | ments Results | 2 SA 3 TM 4 PD 5 TM 8 DM |



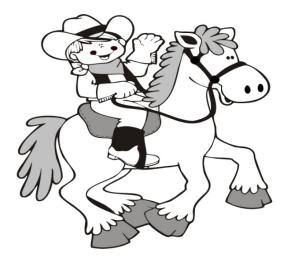
Parental Involvement All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| and | Tal | lented | |
|-----|-----|--------|--|
| | | | |

| and Talente | d | | | | |
|-------------------------------|--|--|------------------------|--|-----------|
| Indicato | r: Parental I | nvolvement | | | |
| Objectiv | e: To impro | ve parental involvemer | nt in our school | | |
| R-83%, V | May 2016 V-83%, M-86% S-86% | Mid Year | | May 201 R-100%, W-100%, M-1 | |
| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | | Elizabeth Guerra Parent Educator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 2. Utilize workroom for parents to work while doing assigned work from teachers. | Edgar Garza Elizabeth Guerra Teachers Parent Educator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 3. Involve parents in fund raising projects (ex. Selling popcorn, pickles, etc.) | Elizabeth Guerra Teachers Parent Educator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| June 2016 To May 2017 | 4. Reward parents during Parent Volunteer Week according to hours volunteered. | Rubén González Elizabeth Guerra | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |

| Student Population: | All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted | | |
|---------------------------------|---|--|--|
| and Talented | | | |
| Indicator: | Parental In | nvolvement | |
| Objective: | To improv | ve parental involvement in our school | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S- 100% |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------------------------|--|---|-------------------------|--|-----------|
| August 2016 To May 2017 | 5. Utilize parent volunteer bulletin board Conduct an interest survey for the volunteer parents at the beginning of the school year. | Elizabeth Guerra Parent Educator | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 6. Provide parent training sessions on practical practices, strategies, and technologies (trip). | Rubén González Elizabeth Guerra | Title Funding \$2500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 7. Utilize community professionals to provide parental trainings. | Elizabeth Guerra Teachers Parent Educator | Title Funding \$500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 8. Utilize monthly grade level calendar of events which inform parents of academic and social issues. | Rubén González | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |
| August 2016 To May 2017 | 10. Conduct parent meetings for all student population. | Elizabeth Guerra Parent Educator | Title Funding \$1500 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 6 PI |



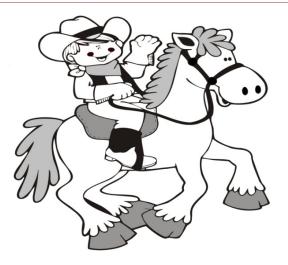
Nursing Department

All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| and Talented | |
|--------------|--|
|--------------|--|

| Indicator: School Health Services (Nursing) | | | | |
|---|---|----------------|--|--|
| Objective: | To improve level of student performance by providing health services. | | | |
| May 2016 | Mid Year May 2 | 017 | | |
| R-83%, W-83%, M-86% | S-86% R-95%, W-95%, M-95%, S-95% R-100%, W-100%, N | I-100%, S-100% | | |

| Time Line | Strategy/Activities | Strategy/ActivitiesStaffResources | | Evaluation | Component |
|-------------------------------|--|-----------------------------------|--------------------------|--|-----------|
| August 2016 To May 2017 | 1. The nursing department will purchase materials and supplies to ensure that all students will be healthy in order to be successful in the academic areas. | Edgar Garza Rosie Flores | Title Programs \$5000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| August 2016 To May 2017 | 2. The nursing staff will attend research based training to ensure that the nursing staff will have all the latest in student health procedures and policies. | Edgar Garza Rosie Flores | Title Programs \$1000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA |
| August 2016 To May 2017 | 3. Provide direct services as per Sp. Ed. Student's IEPs | Edgar Garza Rosie Flores | Title Programs \$1000 | IEPs | 2 SA |



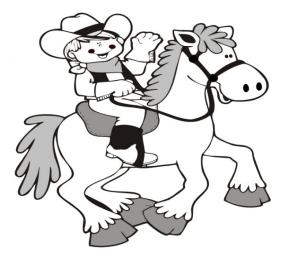
<u>UIL</u>

All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Student Population: | All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted |
|----------------------------|---|
| and Talented | |

| Indicator: | University Interscholastic League Competition | | | |
|---------------------------------|---|--|--|--|
| Objective: | To improv | ve level of student performance. | | |
| May 2016 R-83%, W-83%, M-86% | S-86% | Mid Year R-95%, W-95%, M-95%, S-95% | May 2017 R-100%, W-100%, M-100%, S- 100% | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|----------------------------------|--|--------------------------------|----------------------------|---|-----------------------|
| August 2016 To | 1. Purchase rewards and recognitions for competition and | UIL Coordinator UIL Coaches | Regular Program \$4,000 | Six Weeks Assessments State Assessments Results | 2 SA 10 CI 6 PI |
| May 2017 | participation. | | | Daily Reading Scores | |
| August 2016 To May 2017 | 2. Provide stipends for coaching UIL events. | UIL Coordinator UIL Coaches | Regular Program \$4,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 3. Purchase supplies and materials to provide coaches with necessary materials to coach each individual event. | UIL Coordinator UIL Coaches | Regular Program \$4,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 4. Pay students entry fees, transportation, and meals to attend competitions. | UIL Coordinator UIL Coaches | Regular Program \$3,000 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 5. Coordinator will attend district meetings and trainings. | UIL Coordinator | Regular Program \$200 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |



<u>Character Education</u> All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

Indicator: Character Trait

Objective: To improve student level of performance

| May 2016 | | | | Mid Year | May 2017 | |
|----------|--------|--------------|-------|----------------------------|------------------------------------|--|
| R-83%, | W-83%, | M-86% | S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | |
| | | | | | | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------------------------|---|----------------------|---|--|-----------------------|
| August 2016 To May 2017 | 1. Utilize community professionals to provide student presentation for the different character traits. | Administrative Staff | Counseling Fund \$300 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 2. Utilize monthly grade level calendar/school calendar to inform parents /community on monthly character traits. | Administrative Staff | \$0 | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 3. Provide monthly presentation/activity for character trait for the month of September: Honesty | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 4. Provide monthly presentation/activity for character trait for the month of October: Responsibity | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 5. Provide monthly presentation/activity for character trait for the month of November: Compassion | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |

| Student | Population: All Students, | Special Education, Migra | nt, Bilingual, At-Risk | & Title Programs, Gifted an | d Talented |
|-------------------------------------|--|--------------------------|---|---|-----------------------|
| Indicato | Pr: Character Trait | | | | |
| Objectiv | ve: To improve student leve | el of performance | | | |
| R-83%, V | May 2016 W-83%, M-86% S-86% | Mid Y R-95%, W-95%, | | May 201 R-100%, W-100%, M-1 | |
| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
| August 2016 To May 2017 | 6. Provide monthly presentation/activity for character trait for the month of December: Perserverance | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 7. Provide monthly presentation/activity for character trait for the month of January: Loyalty | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 8. Provide monthly presentation/activity for character trait for the month of February: Justice | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 9. Provide monthly presentation/activity for character trait for the month of March: Self-Reliance | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 10. Provide monthly presentation/activity for character trait for the month April: Self-Discipline | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 11. Provide monthly presentation/activity for character trait for the month of May: Injustice | Administrative Staff | Counseling Fund \$300/one time purchase | Six Weeks Assessments State Assessments Results Daily Reading Scores | 2 SA 10 CI 6 PI |



Health and Physical Education All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Student Population: All Students, Special Education, Migrant, Bilingual, At-Risk & Title Programs, Gifted and Talented | | | | |
|--|----------------------------|------------------------------------|--|--|
| Indicator: Health and Physical Education | | | | |
| Objective: To improve student level of performance | | | | |
| May 2016 Mid Year | | May 2017 | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S- 100% | | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|-------------------------------------|---|--|---|---|-----------------------|
| August 2016 To May 2017 | 1. Provide monthly presentation/activity for character trait for the month of December: Perserverance1. Purchase a TEA approved coordinated health program for all students' | School personnel, ESC, counselors, Administration, School Safety Committee, and other local government and/or law enforcement personnel | Texas Department of Health Audio Visual Library (Campus Budget) | Evaluations, lesson plans, Individual Educational Plans (IEP's), | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 2. Continue to test 3-5 grade Students using the state mandated Fitness-gram. | School personnel, ESC, counselors, Administration, School Safety Committee, and other local government and/or law enforcement personnel | Texas Department of Health Audio Visual Library (Campus Budget) | Evaluations, lesson plans, Individual Educational Plans (IEP's), | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | Continue to provide opportunities for the students to become more active and knowledgeable about fitnes | School personnel, ESC, counselors, Administration, School Safety Committee, and other local government and/or law enforcement personnel | Texas Department of Health Audio Visual Library (Campus Budget) | Evaluations, lesson plans, Individual Educational Plans (IEP's), | 2 SA 10 CI 6 PI |
| August 2016 To May 2017 | 4. Continue to provide an environment that instills an enjoyment of Physical Education and enhance physically active lifestyle. | School personnel, ESC, counselors, Administration, School Safety Committee, and other local government and/or law enforcement personnel | Texas Department of Health Audio Visual Library (Campus Budget) | Evaluations, lesson plans, Individual Educational Plans (IEP's), | 2 SA 10 CI 6 PI |

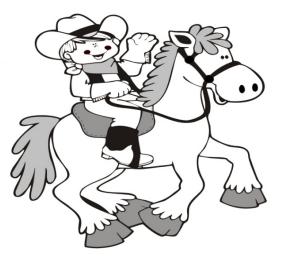


Safe Schools All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Indicator: | Safe Schools |
|-------------------|---|
| Objective: | To improve student level of performance |

| Objective: To improve student level of performance | | | | | |
|---|----------------------------|--------------------------------|--|--|--|
| May 2016 | Mid Year | May 2017 | | | |
| R-83%, W-83%, M-86% S-86% | R-95%, W-95%, M-95%, S-95% | R-100%, W-100%, M-100%, S-100% | | | |

| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component |
|----------------------------------|--|--|--|---|--|
| August 2016 To May 2017 | Provide training on School law Campus emergency procedures Sexual harassment Special needs students (i.e.: Bilingual, GT, Migrant, Special Education, At Risk) Crisis Management (i.e., developing a plan) Hostage training Fire prevention; use of fire extinguishers Electrical Safety Dangerous wildlife awareness Terrorism Tornado Drug impairment training Bullying, conflict resolution, violence prevention CPR Conduct emergency response drills. Update the Student Handbook (include FERPS info, RISD acceptable use policy, RISD Student Discipline Code, etc.; Update student data (nurse, counselor, etc.,) Post Student Handbook on school website | School personnel, ESC, counselors, Administration, School Safety Committee, and other local government and/or law enforcement personnel Associate Principal in charge of emergency procedures, YBE staff Administration, counselors, nurse, SBDM, YBE Website Managers Administrators | Guest Speakers (including US. Parks Wildlife), Region I, Texas Department of Health Audio Visual Library Title IV, Title II Part A, State Comp, Bilingual, GT, Special Education, Migrant (Campus Budget) Central Office Emergency Response Personnel, other local emergency response personnel | Evaluations, lesson plans, Individual Educational Plans (IEP's), demonstrating of use of fire extinguisher. Record of drills, no casualties Reduction of disciplinary offenses, informed stakeholders; updated student records | 2 SA 10 CI 6 PI 2 SA 10 CI 6 PI |



Building and Physical Plant All Students Special Education Migrant Bilingual At-Risk & Title Programs Gifted and Talented

| Student | Population: All Students, S | Special Education, Migrant, | Bilingual, At-Risk & | t Title Programs, Gifted an | d Talented | |
|----------------------------------|--|--|--|---|--|--|
| Indicato | Dr: Building and Physical Pla | ant | | | | |
| Objectiv | ve: To improve student level | l of performance | | | | |
| R-83%, V | May 2016 W-83%, M-86% S-86% | Mid Year | | • | May 2017 100%, W-100%, M-100%, S-100% | |
| Time Line | Strategy/Activities | Staff | Resources | Evaluation | Component | |
| August 2016 To May 2017 | Provide a safe learning environment Address the following building needs Remodel the interior of the school. Possible construction for outdoor canopy for sidewalk Supplies and materials for classrooms | RISD maintenance Department, school architect, YBE staff and Administration School Architect and building planning committee | Maintenances funds, (Campus Budget) Bond Election 201 \$15,000,000 | Safe environment Conform to Safety standards | 2 SA 10 CI | |
| August 2016 To May 2017 | 2. Building a new building to be in compliance with ADA standards. | RISD maintenance Department, school architect, YBE staff and Administration School Architect and building planning committee | Maintenances funds, (Campus Budget) Bond Election 201 \$15,000,000 | Safe environment Conform to Safety standards Accident reports Improved school Safety record of inspections Safe environment Conform to Safety standards | 2 SA 10 CI | |