

# DR FERMIN CALDERON ELEMENTARY

## **Campus Improvement Plan**

### **2019/2020**

*We are Valuable, We are Powerful, We are Limitless....We are Calderon!*

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# DR FERMIN CALDERON ELEMENTARY

## **Mission**

*The culture of Dr. Fermin Calderon Elementary will produce life-long leaders and learners by challenging and encouraging students to reach their full potential.*

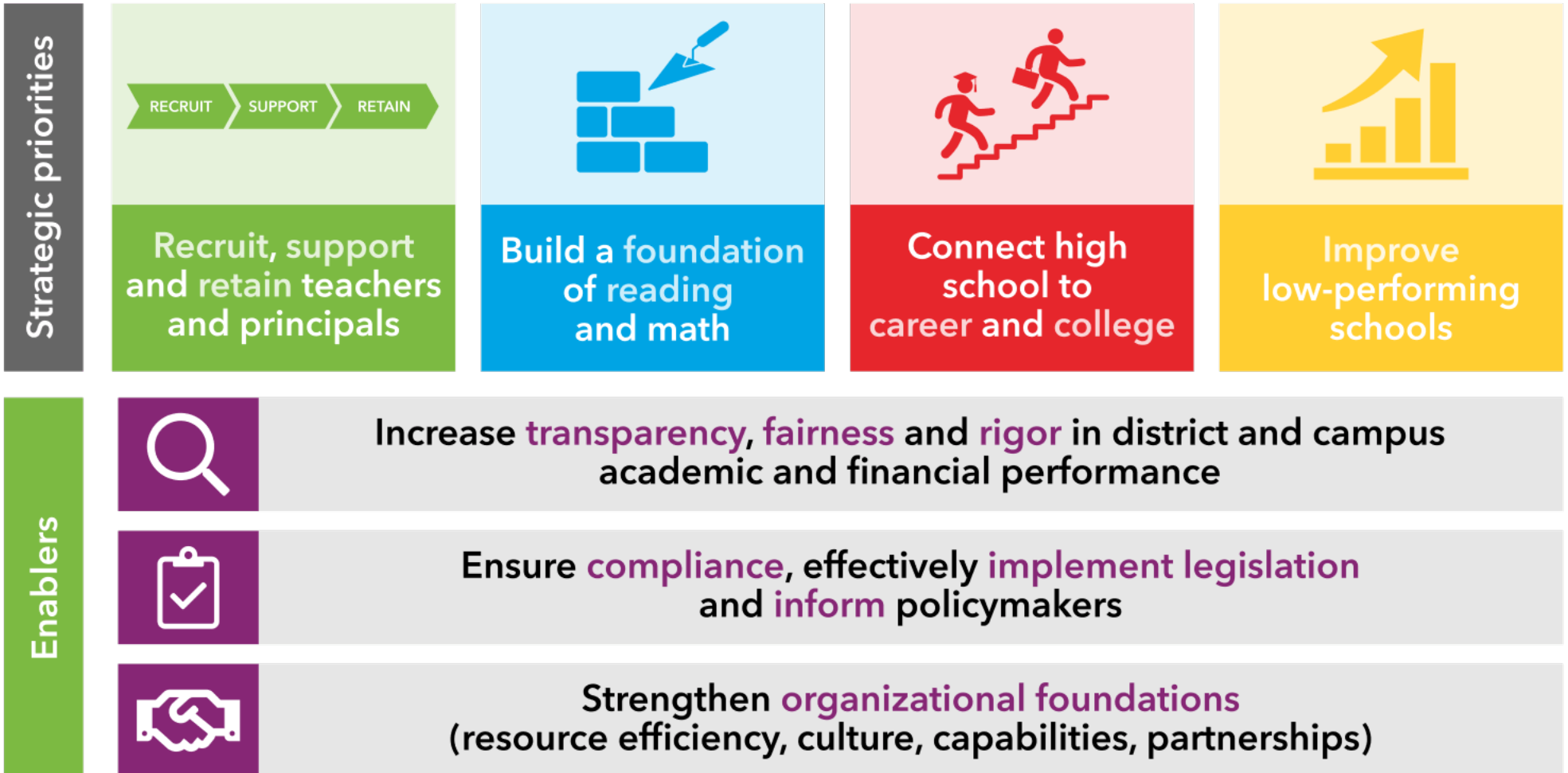
## **Vision**

*Our vision is to provide engaging opportunities that will allow students to develop a love of learning.*

### Nondiscrimination Notice

DR FERMIN CALDERON ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# Site Base List

Name	Position
Arreola, Diana	Support Staff
Barrera, Erika	GT teacher
Castillo, Angel	Bilingual Representative
Cervantes, Michelle	Parent Representative
Cortinas, Yvette	PE teacher
Delgado, Nicolasa	3rd grade teacher
Fierro, Frances	Special Ed teacher
Gallegos, Juan	Community Representative
Guerra, Melissa	2nd grade teacher
Guerrero, Brandon	Fine Arts teacher
Guerrero, Maria	Library
Hernandez, Lanette	Counselor
Martinez, Ana	4th grade teacher
Martinez, Lorena	Parental Aide
Pena, Gloria	Library
Perez, Richard	5th grade teacher
Rangel, Luz	Parent representative
Rodriguez, Brenda	Kinder Teacher
Rodriguez, Dulce	1st grade teacher
Torres, Diana	Business Representative
Torres Saldua, Olga	Asst. Principal
Villarreal, Jane M	Principal

# Dr. Fermin Calderon Elementary School

## Comprehensive Needs Assessment Summary – 2019-2020

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Aim High	Benchmark test results	Summative test results
5th grade STAAR test results	Teacher retention/rosters	0
Professional development	0	Number of referrals
Attendance numbers	Parent survey results	Parent conferences
504/Special Ed Qualification	Economically disadvantaged report	Parent Survey
0	Family and communication survey	PFE
0	0	Educational Materials (resource room/#32)
General Fund	Classroom experience	Attendance reports

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Academic Achievement</b>	<p>Made improvement on standardized test in math and reading.</p> <p>Projections show stability in our enrollment populations.</p> <p>Low teacher and Principal/Administrator turn around.</p> <p>Data/RTI meetings allow us to disaggregate and plan accordingly.</p> <p>Star Renaissance testing for reading levels and monitor growth.</p> <p>STAAR ready, Summative tests, benchmark tests, and Aim High is used to get data.</p>	<p>Improve attendance rates</p> <p>Improve daily tardy arrivals</p> <p>Improve homework completion</p> <p>Parent conferences/parents providing medication if needed.</p> <p>Lack of interest in reading AR</p>	

## Dr. Fermin Calderon Elementary School

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality</b>	Improvement in PR	GT Enrichment  Power Hour CD and CD players for Read Naturally  Grammar materials for K-2  TTESS feedback important for teacher quality and student achievement	
<b>School Climate/ Safe &amp; Healthy Schools</b>	Loteria/Parent volunteers  Raffles - Safety good Teachers plan and communicate with each other Lots of teacher involvement	Not to reward bad behaviors and failures - stern administrator consequences Detention hall but not run by teachers Incentives for teachers (some) Community service for discipline Glass door on Kinder hallway - Security guard Share 3rd grade blue referrals	
<b>College &amp; Career Readiness/ Graduation/ Dropout Reducation</b>	Identifying student needs and following through evaluation Career Fair  Building a rapport with students PTO committee Loteria Night - parent rapport	Mentoring program  Parent and community involvement CTE Program presentations for parents and students in workforce needs Workforce center speak to parents Computer/English and GED classes for parents	
<b>Family and Community Involvement</b>	Parent-Teacher Organization (PTO) Attendance Loteria Family Literacy Nights Spring Festival	Lacking parent involvement in school activities More parent data survey (campus based)	

## Dr. Fermin Calderon Elementary School

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
District/Campus Commitments	<p>All students are provided free breakfast and lunch.</p> <p>Instructional resources are readily available.</p> <p>Sufficient transportation for students after school.</p> <p>Availability of IPADS</p>	<p>Stricter policy for transfers and students attending schools out of their school zones. This would help attendance.</p> <p>Preventative maintenance needed for technology and cleaning supplies for PC's.</p> <p>Procedure needed for students who miss bus, have broken down vehicle, etc. - utilize district police for pick up</p> <p>Accessibility to grade appropriate apps on IPADS</p>	

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

**Dr. Fermin Calderon Elementary School – Monday, April 29, 2019**

**Campus Needs Assessment Committee Assignments**

**Information about the 2019-2020 school year/continuation of program/services:**

1. No Leader in Me- but consider the portions of the program that were beneficial.
2. Attendance continues to be a struggle – how can we improve?
3. Power Hour
4. Student Progress Tracking through the school year
5. Planning Protocol
6. RTI Data Days
7. Assignment to committees
8. New ELA textbook program
9. New Math program
10. Small Group Guided Instruction/Intervention with work centers
11. UNWRAP reading strategies
12. CUBES math strategies
13. 4 Square Writing with ARMS & CUPS
14. Daily Revise and Edit practice
15. Dictionary skills
16. Student dialogue with Questioning
17. Checks for understanding with feedback
18. Lesson plans to Dashboard

**Academic Achievement Committee (will meet in the Art room):**

Committee leader: A. Martinez

G. Culpepper, A. Fraga, E. Barrera, V. Garza, R. Perez, K. Smith, M. Cortinas, M. Guerrero, E. Chavarria

**Staff Quality Committee (will meet in the Music room):**

Committee leader: B. Rodriguez

D. Rodriguez, Y. Obregon, J. Zamora, L. Reyna, D. Arreola, E. Hernandez, G. Pena, M. Garcia

**School Climate: Safe & Healthy Schools Committee (will meet in room #32):**

Committee leader: D. Sanders

Y. Zuniga, R. Diaz, E. Guadalajara, R. Rodriguez, A. Castillo, L. Serrano, C. Juarez-Dobbins, L. Barrientos, D. Bocanegra

**College and Career/Graduation/Dropout Reduction Committee (will meet in room #1):**

Committee leader: N. Delgado

D. Gallegos, G. Guajardo, E. Valero, F. Fierro, L. Hernandez, M. Guzman, B. Gallegos

**Family and Community Engagement Committee (will meet in Library):**

Committee leader: M. Guerra

C. Jimenez, S. Zavala, D. Jimenez, J. Hernandez, L. Martinez, T. Garza, C. Mireles, V. Hernandez

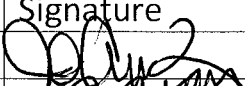
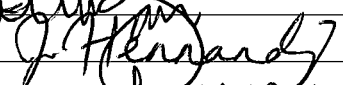
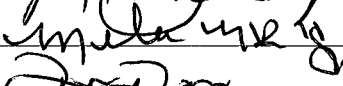

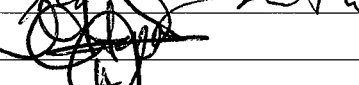

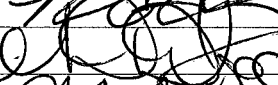
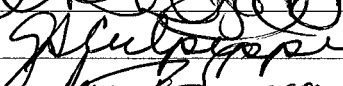

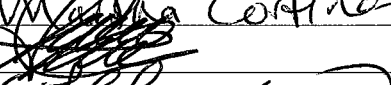
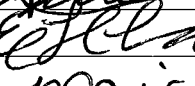



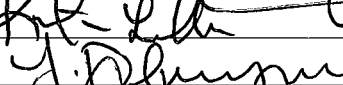
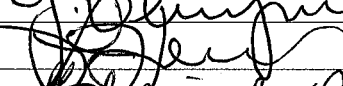
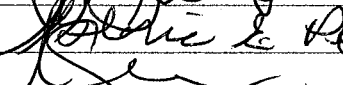
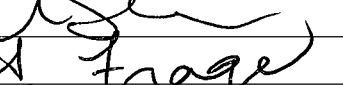
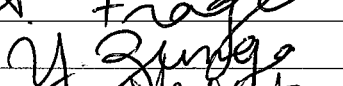
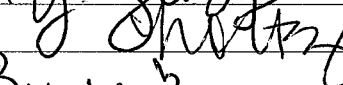
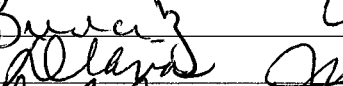
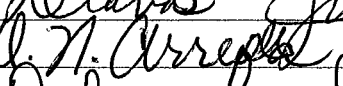
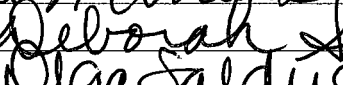
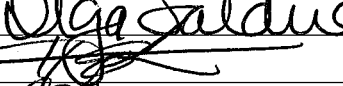
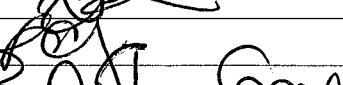
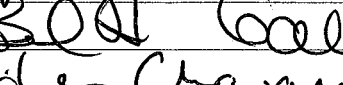
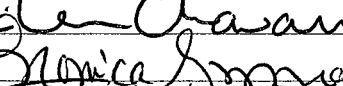





**District/Campus Commitments Committee (will meet in Cafeteria):**

Committee leader: N. Ortiz

L. White, K. Labbe, M. DeHoyos, T. Serrano, L. Calderon, B. Guerrero, J. Agüero, N. Escareno



Sign in Sheet

Committee member printed name	Signature
Joanna Zamora	
Jessica Hernandez	
Melva N De Hoyos	
Frances Fierro	
Kathy Smith	
Graciela Guajardo	
Reina A. Rodriguez	
Nicole Delgado	
Gloria Culpepper	
Tanya Ferrano	
<del>Michelle</del>	<del></del>
<del>Lucy C. Cortijo</del>	<del></del>
Erica H Valero	
Maia B verrero	
Claudia Juarez	
Ricardo Perez	
Salinda C. Diaz	
Kristina Labbe	
Ysary Obregon	
Lanette Hernandez	
Gloria E. Perez	
E Guadalupe	
A. Fraga	
Y Zuniga	
N. Ortiz	
B Rdz	
Diana Jimenez	
Diana N. Arreola	
Deborah Sanders	
Olga Saldue	
Erica Hernandez	
Wena MZ	
Belinda Gallegos	
Eileen Chavarria	
Monica Guzman	
Timothy Garra	



# San Felipe Del Rio Consolidated Independent School District

Dr. Fermin Calderon Elementary, Jane M. Villarreal, Principal

## 2018-2019 CAMPUS STAFF

STAFF MEETING April 29, 2019 Campus Needs Assessment		POSITION	SIGNATURE
AGUERO, JOVITA		Aide, Kindergarten	<i>[Signature]</i>
ARREOLA, DIANA		ELEMENTARY TEACHER(DYSLEXIA)	<i>[Signature]</i>
BARRERA, ERIKA	•	ELEMENTARY TEACHER	
BARRIENTOS, LUZ MARIA		AIDE, LAB MANGER	
BOCANEGRA, DAISY	•	NURSE LVN-LIFESKILLS	
CASTILLO, ANGEL GILBERTO		ELEMENTARY TEACHER	
CHAVARRIA, EILEEN		AIDE-SPECIAL EDUCATION	<i>[Signature]</i>
CORTINAS, MARTHA YVETTE		ELEMENTARY TEACHER	<i>[Signature]</i>
CULPEPPER, GLORIA S		ELEMENTARY TEACHER	<i>[Signature]</i>
DEHOYOS, MELVA		ELEMENTARY TEACHER	<i>[Signature]</i>
DELGADO, NICOLASA		ELEMENTARY TEACHER	<i>[Signature]</i>
DIAZ, ROSALINDA		ELEMENTARY TEACHER	<i>[Signature]</i>
ESCARENO, NARCEDALIA	•	AIDE SPECIAL EDUCATION (PD)	
FIERRO, FRANCES C		ELEMENTARY TEACHER	<i>[Signature]</i>
FRAGA, ANGELITA		ELEMENTARY TEACHER	<i>[Signature]</i>
GALLEGOS, BELINDA R		AIDE SPECIAL EDUCATION	
GALLEGOS, DARIELA		ELEMENTARY TEACHER	<i>[Signature]</i>
GARCIA, MONYCA		AIDE LIFESKILLS	
GARZA, TIMOTHY J.		STRINGS FINE ARTS	<i>[Signature]</i>
GARZA, VELMA BERTON		ELEMENTARY TEACHER	<i>[Signature]</i>
GUADALAJARA, ELIZABETH		ELEMENTARY TEACHER	<i>[Signature]</i>
GUAJARDO, GRACIELA		ELEMENTARY TEACHER	<i>[Signature]</i>
GUERRA, MELISSA A.		ELEMENTARY TEACHER	<i>[Signature]</i>
GUERRERO, BRANDON	•	ELEMENTARY TEACHER	
GUERRERO, MARIA		AIDE, LIBRARY	<i>[Signature]</i>
GUZMAN, MONICA		AIDE, COMPUTER LAB	<i>[Signature]</i>
HERNANDEZ, ERICA		ELEMENTARY TEACHER	<i>[Signature]</i>
HERNANDEZ, JESSICA		ELEMENTARY TEACHER	<i>[Signature]</i>
HERNANDEZ, LANETTE		COUNSELOR	<i>[Signature]</i>

JIMENEZ, CLAUDIA	ELEMENTARY TEACHER	
JIMENEZ, DIANA	ELEMENTARY TEACHER	
JUAREZ, ADRIANA	SECRETARY ATTENDANCE	
JUAREZ-DOBBINS, CLAUDIA H.	ELEMENTARY TEACHER	
LABBE, KRISTINA	ELEMENTARY TEACHER	
MARTINEZ, ANA G.	ELEMENTARY TEACHER	
MARTINEZ, LORENA	PARENTAL	
MARTINEZ, VERONICA	AIDE SPECIAL EDUCATION (PD)	
OBREGON, YTSARY	ELEMENTARY TEACHER	
ORTIZ, NELDA	ELEMENTARY TEACHER	
PENA, GLORIA ELIZABETH	AIDE RESOURCE	
PEREZ, RICARDO	ELEMENTARY TEACHER	
RAMON, SONIA	SECRETARY, PRINCIPAL	
REYNA, LETICIA D.	ELEMENTARY TEACHER	
RODRIGUEZ, BRENDA	ELEMENTARY TEACHER	
RODRIGUEZ, DULCE	ELEMENTARY TEACHER	
RODRIGUEZ, REINA	ELEMENTARY TEACHER	
SANDERS, DEBORAH ANN	ELEMENTARY TEACHER	
SERRANO, LAURA	NURSE, RN	
SMITH, KATHERINE	ELEMENTARY TEACHER	
TORRES SALDUA, OLGA	ASST PRINCIPAL	
VALERO, ERIKA	ELEMENTARY TEACHER	
VILLARREAL, JANE M.	PRINCIPAL	
ZAVALA, SYLVIA	ELEMENTARY TEACHER	
ZUNIGA, YASMIN	ELEMENTARY TEACHER	
ZAMORA, JOANNA	LONG TERM	
Lucy Cauderon	LS	

Serrano, Tanya  
 Guena Vanessa  
 Lynette White  
 Elementary teacher  
 Janyal Serrano  
 Vanessa Guena  
 Lynette White



Sign in Sheet	
Committee member printed name	Signature
	Staff Quality

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## Sign in Sheet

# College and Career

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## Sign in Sheet

Family Engagement

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# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By May 2020, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide job embedded professional development through implementation of planning protocol including technology, engaging hands on lesson, to meet instructional understanding of the TEKS. (Guided/Shared reading, Education Service Center 15, common planning periods for alignment, Technology training, teacher coaching, ISS, training on new math program, Implementation of Literacy block) (TSI) (Title I SW: 1,4) (Target Group: All,H,W,AA,ECD,Migrant,LEP,SPED,GT,AtRisk,Dys,504,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators, Master Reading Teachers, Teachers	August 2019-June 2020	(S)Local Funds - \$5,000	Summative - Improved cycle grades/Reduced failure rate  01/08/20 - On Track
2. Highly qualified teachers in kinder through 5th grade, plus, paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet campus performance goals and objectives. (1 Kindergarten paraprofessionals-will work daily with their supervising teachers for success of all students and use research-based strategies,Human Resources department, AppliTrack, SBEC, TTESS, lesson design and implementation, Mentor program for new teachers, common planning periods for alignment,planning protocol sessions, ISS modeling, learning walks, DMAC) (TSI) (Title I SW: 1,5) (Target Group: All)	Campus Administrators	August 2019-June 2020	(S)Local Funds - \$200	Summative - Improved cycle grades/reduced failure rate
3. Provide intensive interventions in Reading, Writing, Math and Science, focused on reframing instruction and learning in all subjects (Reading, Math, Writing, and Science). (Guided Instruction to assist struggling students (master schedule). (TSI) (Title I SW: 1) (Target Group: All)	Campus Administrators, Curriculum Coordinators, Teachers	August 2019-June 2020	(S)Local Funds - \$4,400	Summative - Improved cycle grades/reduced failure rate. Summative: Improved STAAR results.
4. Strengthen the school's instructional	Campus Administrators,	August 2019-		Summative - Improved cycle

# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By May 2020, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
program based on student needs and ensuring that the instructional program is research based, rigorous and aligned with state academic content to meet system safeguards in Reading, Math, Writing and Science. (new math curriculum, Literacy block schedule, dashboard, planning protocol sessions- collaborative lesson development/technological equipment for students). (TSI) (Title I SW: 1) (Target Group: All)	Teachers	June 2020		grades
5. Provide time for collaboration on development of lesson plans and data disaggregation. (planning protocol sessions, master schedule, RTI data days) (TSI) (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019- June 2020		Summative - Improved cycle grades.
6. Implement academic vocabulary journals, anchor charts, K-W-L Charts, and Think-Pair-Share strategies as part of the campus Instructional Playbook throughout content areas in Kinder - 5th grade. (Instruction campus playbook) (TSI) (Title I SW: 1,3) (Target Group: All)	Campus Administrators, Teachers	August 2019- June 2020		Summative - Improved cycle grades/ reduction in failure rate
7. Increase of assessments at Approaches, Meets and Masters grade level in Reading and Math 3-5th grade, Writing 4th grade and Science 5th grade by 15%. (State accountability monitoring - Increase of student learning time, fidelity to literacy block implementation, planning protocol, professional development sessions, READ cohort participation, campus instructional playbook, RTI data days, understanding of accountability domains and ratings, writing and science collaboratives, knowing and planning for all students including Hispanic, EL, special education and special education subgroups.) (Target Group: All,H,ECD,LEP,SPED)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Dyslexia Teacher, Instructional Aides, Instructional Coaches, Master Reading Teachers, Special Ed Teacher, Teachers	August 2019-May 2020		Criteria: STAAR accountability ratings

# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By May 2020, all students will increase 15% on all portions of STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4)				
8. By May 2020 to meet expectations for Domain 3, closing the gap, all students including Hispanic, Economically disadvantaged, Special education and EL subgroups will be monitored and tracked using DMAC/RTI for achievement and growth in Reading and math. (Identification of Schools for Improvement - Academic Achievement - % at Meets grade level or above and Student Success - Student Achievement Domain score). (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 4)	ARD Committee, Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Aides, Instructional Coaches, Master Reading Teachers, Teachers	August 2019-May 2020		Criteria: STAAR accountability ratings for 2020

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2020, a variety of extra curricular opportunities will be offered to all students to support, motivate and increase student participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide co/extra curricular opportunities. (UIL, Choir, Strings, Science Fair, YE club, Coyote Leadership team, guest speakers, Art Club, school clubs, Robotics club, mentoring program, field trips, bus club/watch dogs, STUCO, Cardio Drumming, DFC Diamond Dancers, L.A.F.B. Mentor.) (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$1,900	Summative - Improved cycle grades/reduced failure rate.
2. Conduct Fitnessgram assessments for all students to monitor physical activity. (Title I SW: 8,10) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$0	Summative - Improved health assessment data.
3. Participate in the community.(city partnership, Boys and Girls Club, Andale Del Rio) (Title I SW: 1,10) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2019-June 2020	(S)Local Funds - \$100	Summative - Improved cycle grades/reduction in failure rate.
4. Participate in the annual elementary cross country, track meet, and school sports night. (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$100	Summative - Increase student performance.
5. Provide recess before lunch to ensure adequate physical activity and time to eat lunch. Ten minutes of Health P. E. was added. (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020		Summative - End of year assessment

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By May 2020, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on MATH STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engage instruction for all students, including at risk/economically disadvantaged students, Special education, EL and Hispanic students in Reading, Math, Writing, and Science. (STAAR math materials, curriculum, common planning periods for alignment, planning protocol sessions, ISS, math journals, resources, assessment/benchmark data, teacher/student coaching, Literacy block schedule, new math program, DMAC) (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,775	Summative - Improved cycle grades/reduced failure rates. Summative:STAAR results.
2. Utilize new math program during the school day to increase student levels in math. (TSI) (Target Group: All,H,ECD,LEP,SPED,2nd,3rd,4th,5th)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,000	Summative - Improved cycle grades/levels/ reduced failure rates.
3. Implement problem of the day intervention for problem solving daily to increase math levels. (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED,K,1st)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$100	Summative - Improved cycle grades/reduced failure rates
4. Utilize Lone Star Math in grades k-1 to increase math levels and the new Math program. (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED,K,1st)	Campus Administrators, Teachers	August 2019-June 2020	(F)FOCUS Group Grant - \$400, (S)Local Funds - \$400	Summative - Improved cycle grades/reduced failure rates.
5. Implement the use of math journals in all grade levels to increase math vocabulary and academic language. (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$500	Summative - improved cycle grades/reduced failure rate
6. Utilize guided instruction to provide intense interventions in targeted subject areas. (TSI) (Title I SW: 2,3) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Instructional Aides, Teachers	August 2019-June 2020		Summative - STAAR results/summative data

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By May 2020, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and actively engaged instruction for all students, including at-risk/economically disadvantaged students to increase reading levels. (STAAR reading materials, curriculum, journals, textbooks, benchmark/assessment data, common planning periods for alignment, planning protocol sessions, ISS, summative data, Saturday camp, teacher coaching, literacy block, DMAC) (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(O)Local Districts - \$8,500, (S)Local Funds - \$1,200	Summative - Improved cycle grades/reduced failure rates. Summative: STAAR results.
2. Incorporate specific guided and reading strategies to be used to improve student reading levels. (TSI) (Title I SW: 1,3) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$800	Summative - Improved cycle grades/reading levels, reduced failure rate.
3. Utilize the Renaissance Accelerated Reader program to track reading levels. Awards will be given on a six weeks basis for accrued points. (student AR goals, class AR goals, highest GE) (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Counselors, Librarian, Teachers	August 2019-June 2020	(S)Local Funds - \$1,400	Summative - Improved cycle grades/reading levels, reduced failure rate.
4. Utilize guided instruction to improve reading levels with a targeted skill and practice with leveled readers based on TPRI data along with progress monitoring results from textbook adoption. (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Computer Aides, Librarian, Master Reading Teachers, Parents, Teachers	August 2019-June 2020	(S)Local Funds - \$500	Summative - Improved cycle grades/reading levels, reduced failure rates.
5. Distribute certificates/awards to the top ten readers in each grade level and classroom each six weeks. (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Librarian, Teachers	August 2019-June 2020	(S)Local Funds - \$500	Summative - increased reading levels
6. Implement the use of journals in all grade levels. (Instructional play book) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds - \$200	Summative - improved reading levels

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By May 2020, all students in 3rd-5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on READING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Follow the Literacy Block schedule into curriculum and lessons. (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,000	Summative - Improved cycle grades/Istation levels.
8. Implement district curriculum in all subjects and grade levels.  (RTI, district curriculum, Accelerated Reader program, benchmarks, bus transportation if needed, short term interventions with data analysis, DMAC, common planning periods for alignment, planning protocol sessions, teacher and student coaching) (TSI) (Title I SW: 1,10) (Target Group: All,H,ECD,LEP,SPED)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,213.32	Summative - Improved cycle grades/reduced failure rate.



# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 5.** By May 2020, reclassification rates will increase for EL students to 30% and have a 85% annual mobility rate within proficiency levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Group students by proficiency levels for bilingual instruction. (Curriculum, DMAC, TELPAS data, master schedule, teacher recommendation). (Title I SW: 1) (Target Group: LEP)	Campus Administrators, ELPAC Committee, Teachers	August 2019-June 2020	(S)Local Funds - \$0	Summative - Improved cycle grades/reduced failure rate.
2. Provide intensive interventions in any needed content area. (RTI, assessment data, short term intervention with data analysis, planning protocol sessions, ISS, teacher coaching, Accelerated Reader). (TSI) (Title I SW: 1) (Target Group: LEP)	Campus Administrators, Teachers	August 2019-June 2020	(O)Local Districts - \$5,000, (S)Local Funds - \$4,000	Summative - Improved cycle grades/reduced failure rate (disaggregated by ethnicity, gender, ED, at risk, LEP, migrant, special education, 504, dyslexia, speech)
3. Ensure that highly qualified teachers will serve LEP/ELL students in all grades. (master schedule, Human Resources) (Title I SW: 1,4) (Target Group: LEP, K, 1st, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$0	Summative - improved cycle grades/reduced failure rate

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By May 2020, all students in 4th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on WRITING STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Target and highly engaged instruction for all students including at-risk/economically disadvantaged students based on specific staff development, Writing Initiative, Writing curriculum initiative, 4 square writing. (STAAR materials, curriculum, journals, textbooks, benchmark/summative data, teacher coaching, tutorials before and after school, DMAC). (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,4th)	Campus Administrators, Curriculum Coordinators, Teachers	August 2019-June 2020	(O)Local Districts - \$5,000, (S)Local Funds - \$2,500	Summative - Improved cycle grades/reduced failure rate. STAAR results.
2. Implement the use of journals in all grade levels throughout all subject areas. (Instructional campus playbook) (TSI) (Title I SW: 1) (Target Group: All,H,ECD,4th)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$500	Summative - increased writing levels
3. Continue to implement the District project in collaboration with new ELA literacy block and adopted textbook. (Pearson My View, McGraw Hill Wonders) (TSI) (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$300	Summative - Improved writing grades/scores.

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** By May 2020, RTI strategies will be implemented for 100% of identified Tier 2 and Tier 3 students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide intervention time for struggling students during the daily schedule and extended school day. (Reading program, computer labs, ISS, RTI staff development, District RTI Plan, Dyslexia teacher, guided and shared reading, master reading teacher, DMAC, Exact path, successmaker, Reading eggs) (TSI) (Title I SW: 1) (Target Group: All,H,ECD,LEP,AtRisk)	Campus Administrators, Teachers	August 2019-June 2020	(O)Local Districts - \$15,000, (S)Local Funds - \$3,000	Summative - Improved cycle grades/reduced failure rate
2. Ensure that highly qualified teachers use early intervention strategies for identified students and differentiated instruction. (Scheduling, guided and shared reading, planning protocol sessions, District RTI plan, progress monitoring, literacy block, new math program, data walls, DMAC). (Title I SW: 9) (Target Group: All,AtRisk)	Campus Administrators, Counselors, Curriculum Coordinators, Teachers	August 2019-June 2020	(S)Local Funds - \$1,500	Summative - Improved cycle grades/reduced failure rate
3. Interventions provided during small group instruction and intervention times. (TSI) (Title I SW: 3) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,3rd,4th, 5th)	Campus Administrators	August 2019-June 2020		Summative - Increased cycle grades / reduction in failure rate

# DR FERMIN CALDERON ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 8.** By May 2020, all students in 5th grade, including the Hispanic, Economically Disadvantaged, Special Education and EL subgroups, will increase percentage of assessments at Approaches, Meets and Masters levels by 15% on SCIENCE STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design science hands on manipulative lessons and carry out inquiry based learning experiences that will invite all students into science. (Science equipment, Archaeology Fair, Lessons on the Lake, Amistad Park Service, nature trail, planning protocol sessions, AR, common planning periods for alignment, short term interventions, use of science lab materials and equipment, community involvement to reopen nature trail) (TSI) (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2019-June 2020	(O)Local Districts - \$7,000, (S)Local Funds - \$2,000	Summative - Improved cycle grades/reduced failure rate Summative: STAAR results.
2. Implement the use of science journals in all grade levels. (Campus instructional playbook) (TSI) (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020	(S)Local Funds - \$825	Summative - improved cycle grades/reduced failure rate Summative: STAAR results.
3. Implement Lone Star Science in all grade levels to meet system safeguards. (Title I SW: 3) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020		Summative - Improved cycle grades / reduction in failures
4. Implement the use of technological equipment. (Title I SW: 3) (Target Group: H,W,AA,ECD,ESL,Migrant,SPED,GT,5th)	Campus Administrators, Teachers	August 2019-June 2020		Summative - Improved cycle grades / reduction in failure rate

# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 9.** By May 2020, the campus will increase student attendance rate to 97% for each six weeks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an attendance committee to identify students with excessive absences. (Attendance records, parent documents, guest speaker, meeting documentation, incentive involving mentors from community) (Title I SW: 1) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$200	Summative - Reduction in the number of absences and referrals to pupil services, increased student performance. Yearly attendance averages.
2. Increase awareness of the compulsory attendance law among the school community and families via parent orientations, PTO meetings, presentations and newsletters. Zero absence days (Notes sent home with report cards, newspaper articles, family orientation, parental workshops to include motivation incentives, attendance notices) (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$250	Summative - attendance rates
3. Celebrate student/classes with perfect attendance every 3 weeks. (Movie matinee, Attendance incentives, certificates, trophies, other incentives, celebration of consecutive class days awarded) (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$1,500	Summative - Reduction in the number of absences and referrals to pupil services, increased student performances.
4. Implement an attendance daily log to ensure parent communication for non-attendance. (attendance cards, calling system) (Title I SW: 1,6) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$500	Summative - Improved attendance rates.

# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 10.** By May 2020, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Create a high level of respect for the grounds and school building by maintaining a safe, clean and orderly environment.</p> <p>(Traffic safety cones, proper supervision, tape for hallway markers, trash cans in various areas on school grounds, district maintenance schedule, custodial, rolling recycling bins, vinyl lettering for restrooms and hallways.) (Title I SW: 1) (Target Group: All)</p>	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$2,000	Summative - Reduction in the number of office referrals, increased student performance.
<p>2. Implement Del Rio Cares Curriculum/character education program for all students.</p> <p>(Campus wide discipline plan, crisis core team, leadership team, STUCO, UIL, reading materials, character building literature for social skills, book a day) (Title I SW: 2) (Target Group: All)</p>	Campus Administrators, Cluster/Department Leaders, Teachers	August 2019-June 2020	(S)Local Funds - \$3,000	Summative - Reduction in the number of office referrals, increased student performance.
<p>3. Initiate activities and lessons that will be customized to meet the needs of a positive classroom environment.</p> <p>(Anti-bullying lessons, cyberbullying lessons, counselor professional development, Atomic learning, CPI and TBSI training, anti-drug lessons) (Title I SW: 1) (Target Group: All)</p>	Campus Administrators, Counselors, Teachers	August 2019-June 2020	(S)Local Funds - \$1,000	Summative - Reduction of discipline/office/counseling referrals.
<p>4. Participate in Red Ribbon Week. (Title I SW: 1) (Target Group: All)</p>	Campus Administrators, Counselors, Teachers	Fall 2019	(S)Local Funds - \$1,008	Summative - reduction in referrals to counselor/office.
<p>5. Instill College Awareness in student body by having students and staff wear college attire once a week. Teacher display flag outside door of college they attended.</p> <p>(Wednesdays, school calendar) (Title I SW: 1)</p>	Campus Administrators, Counselors, Teachers	August 2019-June 2020	(S)Local Funds - \$0	Summative - increase of college awareness

# DR FERMIN CALDERON ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 10.** By May 2020, the campus will provide activities that promote social, cultural, and interpersonal skills and experiences to 100% of the students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All)				
6. Ensure the safety and security of all students and personnel through monthly emergency drills. (Title I SW: 9) (Target Group: All)	Campus Administrators, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$0	Summative - Monthly drill times and awareness.
7. Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2019-June 2020		Summative - Improve student behavior, and reduce of discipline referrals.
8. Ensure that student participate in the annual Career Day Fair and career awareness modules. Career interest inventory (Title I SW: 10) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2019-June 2020		Summative - Increase occupation awareness and graduate from high school.

# DR FERMIN CALDERON ELEMENTARY

- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 1.** By the end of 2020, Dr. Fermin Calderon Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop local campus budget that will be aligned to campus improvement plan. (Title I SW: 10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2019-June 2020	(O)Local Districts - \$0	Summative - Evaluation from district office.



# DR FERMIN CALDERON ELEMENTARY

- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** By June 2018, Dr. Fermin Calderon Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing two visits in the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide visits from Irene Cardwell Elementary to campus to provide an easier transition for next school year. (Title I SW: 7) (Target Group: PRE K)	Campus Administrators, Counselors, Parental Aides, Teachers	March 2020 - June 2020	(S)Local Funds - \$0	Summative - reduction of insecurity when school begins
2. Will participate at Cardwell Elementary by attending parent orientation. (Title I SW: 7) (Target Group: PRE K)	Counselors	March 2020-June 2020	(S)Local Funds - \$0	Summative - reduction of insecurity when school begins

# DR FERMIN CALDERON ELEMENTARY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners.

**Objective 1.** By June 2020, parent participation will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct monthly parent meetings/trainings on Title 1 requirements, social and academic themes.  (Finger foods, snacks, facilities, guest speakers at various grade levels, salary for parental aide- will encourage teacher-parent relations, Family Literacy Night, Make-n-Take, parent trainings, information in English and Spanish, ISS, school parent compact, ECI awareness poster) (Title I SW: 6) (Target Group: All)	Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2019-June 2020	(F)Title I - \$19,500, (S)Local Funds - \$200	Summative - parent participation logs, surveys, increased student performance
2. Watch D.O.G.S. program to promote parent and community involvement and create positive role models for all students.) (Title I SW: 1) (Target Group: AtRisk)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$200	Summative - surveys, increased student performance
3. Increase and encourage parental communication/involvement from all parents. (school facilities, family loteria nights, Parental annual professional development, Open Houses, student work showcases/exhibits, art exhibits, choir/string performances, parent surveys returned, science fair, parent Make and Takes, calendar, master schedule, common planning times, New Math Training, Literacy block, PTO, Festival) (Title I SW: 6) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$100	Summative - parent meetings, logs, increased student performance Participation logs
4. Utilize common forms of media to communicate events and disseminate information effectively in both English and Spanish. (automated calling system, written notes, marquee, district facebook/webpage home visits, notes home, newsletters, surveys, website, telephone calls/logs, emails, monthly calendars, Coyote Community Connection) (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2019-June 2020	(S)Local Funds - \$1,500	Summative - parent logs, increased student performance

# DR FERMIN CALDERON ELEMENTARY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff, and District Partners.

**Objective 1.** By June 2020, parent participation will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Make parent portals available to all parents (gradebook). (Title I SW: 1,6) (Target Group: All)	Campus Administrators, Counselors, Parental Aides, Parents	August 2019-June 2020	(S)Local Funds - \$0	Summative - improved cycle grades/reduction of failure rates, improved parent awareness
6. Providing on going mechanisms for family and community engagement. (parent training/supplies, monthly meetings/presentations, student art exhibits, student showcases/exhibits, choir/string performances, Open Houses, Science Fair Make-n-takes, Fine Arts Extravaganza, Family Literacy Nights, parent training on academic issues) (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Parental Aides, Parents, Teachers	August 2019-June 2020	(F)Title I, (O)Local Districts - \$1,000, (S)Local Funds - \$200	Summative - Improved parent participation and student cycle grades.
7. Continue with the PAWsome Parents Club. (volunteer for campus/teacher needs) (Title I SW: 6) (Target Group: All)	Campus Administrators, Parental Aides	August 2019-June 2020	(S)Local Funds	Summative - Increased of parent volunteers
8. Implement the use of Classroom Dojo to facilitate teacher to parent communication. (Title I SW: 6) (Target Group: All)	Campus Administrators, Teachers	August 2019-June 2020		Summative - log of parent signatures in planner, increased student performance



# Campus Improvement Plan Presentations

Aida V. Gomez, Chief Instructional Officer  
Maytte Soliz, NHE Principal  
Jane Villarreal, DFC Principal  
Denise Rubio, Garfield Principal

October 21, 2019

# State Intervention Requirements

## TEC §39.101

- Campuses with an overall rating of C or better, and a final performance rating of D in at least one of the three domains:
  - Required to develop an improvement plan to target the identified areas of concern
  - Imbed the strategies in the Campus Improvement Plan
  - Present the plan of action to the board
  - Attain board approval
- Plans are not to be submitted to TEA

## Campuses Receiving a D in any Domain

Campus	D in Domain	D in Domain
North Heights Elem	Domain 1 (60)	Domain 2 Part B (63)
Dr. Fermin Calderon	Doman 1 (60)	Domain 2 Part B (65)
Garfield Elem	Domain 1 (69)	

# Accountability Ratings

## Texas Education Agency 2019 Accountability Ratings Overall Summary NORTH HEIGHTS EL (233901103) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		75	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 80.1%)	35	63	D
Closing the Gaps	66	75	C

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

## Texas Education Agency 2019 Accountability Ratings Overall Summary GARFIELD EL (233901102) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		69	D
STAAR Performance	40	69	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	75	80	B
Relative Performance (Eco Dis: 86.7%)	40	75	C
Closing the Gaps	64	74	C

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

## Texas Education Agency 2019 Accountability Ratings Overall Summary DR FERMIN CALDERON EL (233901112) - SAN FELIPE-DEL RIO CISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		60	D
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 85.2%)	35	65	D
Closing the Gaps	64	74	C

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### DOMAIN 1: Student Achievement

\*NHE and DFC: Received a **60**

\*Garfield: Received a **69**

### Domain 2 Part A: Academic Performance

\*NHE and DFC: Received a **75** and **77**

\*Garfield: Received an **80**

### Domain 2 Part B: Relative Performance:

\*NHE and DFC received a **63** and **66**

\*Garfield received a **75**

### Domain 3: Closing the Gap

\*All 3 campuses received a C

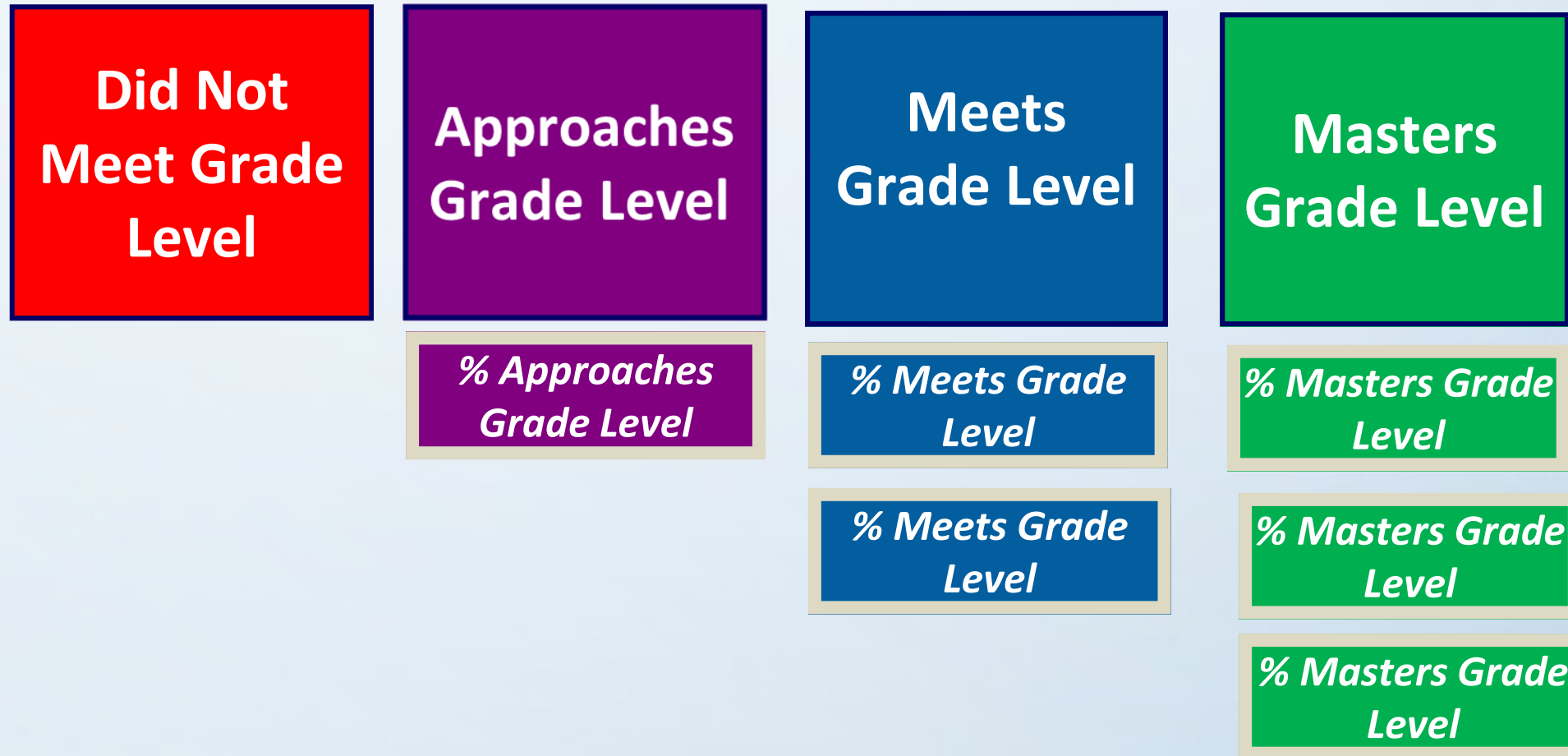
# Student Achievement Domain 1

- Evaluates performance across all subjects for all students, on both general and alternate assessments
  - **3<sup>rd</sup>-5<sup>th</sup> Grade Reading, 4<sup>th</sup> Grade Writing and 5<sup>th</sup> Grade Science**
- STAAR assessments are scored at the Approaches, Meets and Masters performance standards
- The Student Achievement Domain for elementary campuses is calculated by adding the three campus performance percent scores for all tests at a given campus and divided by three. The domain score is then scaled to an alpha grade.

$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$



## How Are the Assessments Calculated?



$$\% \text{ Approaches} + \% \text{ Meets} + \% \text{ Masters} / 3 = \text{Student Achievement Score}$$

# Example of Domain 1 Calculation

STAAR Performance	Reading	Math	Writing	Science	Totals	Percentage s
# of Assessments	480	430	100	105	<b>1115</b>	
Approaches	300	300	50	60	710	67%
Meets	200	170	25	30	425	38%
Masters	100	70	10	10	190	17%
Total Percentage Points						<b>122</b>
Student Achievement Domain STAAR Component Score (Total Percentage Points divided by 3)						<b>41</b>

**Table 1: STAAR Component Scores**

STAAR Component Score	Elementary
45	73
44	72
43	72
42	71
41	70
40	69
39	67
38	65
37	64
36	62
35	60
34	59
33	58
32	57
31	56

# What is the Focus for 3<sup>rd</sup>-5<sup>th</sup> Grades?

- Increase student achievement in Reading and Math at the Approaches, Meets and Masters levels
  - Utilize 2018-2019 STAAR Data for 4<sup>th</sup> and 5<sup>th</sup> graders
  - Utilize Baseline assessment in Reading and Math for 3<sup>rd</sup> graders
- Monitor subgroups: Hispanic and Eco Disadvantaged in both Math and Reading
- Monitor subgroups: ELs and Special Education in both Math and Reading
- Maintain the success acquired in Student Growth
  - Continue to utilize Aim Hi
- Implement the Literacy Block with fidelity
  - All components and Guided Reading Instruction
- Continue the success in Math
- Identify targeted groups of students needing intervention

# 3<sup>rd</sup>- 5<sup>th</sup> Grade Teacher Support

## Continuing Support

- Vertical Planning with 3<sup>rd</sup>-5<sup>th</sup> grade teachers
- Continued Accountability Training
- RtI Data Days
  - Utilize Specific DMAC Reports
  - Child Study Referrals
- Aim Hi Dashboard for Student Growth
- Second Year of Sandra Garza Math Implementation
- Lone Star Online Daily Review
- Strategists assist Bilingual Teachers during planning and class instructional delivery

## New Support

- New ELAR Adoption
- Revised ELAR Curriculum Documents
- 150 minute ELAR Literacy Block
- Daily Planning Protocol Allotted time for 3<sup>rd</sup>-5<sup>th</sup> grade teachers
- Instructional Playbooks
- TEA READ Cohort Participation
  - READ Coach provides trainings for Cohort and Administrators
  - READ Coach meetings with principals to discuss observed practices and strategy implementation
- New Intervention Online Programs
  - Exact Path (All learners)
  - Lexia (Special Ed and Dyslexia)
  - Flocabulary
- Writing and Science Collaboratives during RTI days
- Baseline Assessment administered to all 3<sup>rd</sup> Graders in Math and Reading (Data to be shared in a board communique upon completion)
- Aim Hi Meets and Masters Dashboard in progress

# Student and Parent Support

## Student

- Target students identified who have failed a STAAR assessment in 3<sup>rd</sup> or 4<sup>th</sup> Grade with focused interventions.
- Create intervention groups based on the student needs.
  - During the day interventions
  - After School
- Students attend 30 minutes of daily intervention in 3<sup>rd</sup>-5<sup>th</sup> grade.
- Guided Instruction Targeting TEKS gaps for all groups (low-middle-high – new adoption provides differentiated resources)
- Ensure accommodations are practiced throughout the year for all qualifying students
  - Allowable resources
  - New McGraw Hill Online Assessments

## Parent

- Meet with parents whose child failed Reading in 3<sup>rd</sup> or 4<sup>th</sup> grade (current 4<sup>th</sup> and 5<sup>th</sup> graders)
- Hold informational sessions on how to assist children:
  - TEA Website Resources
  - Gradebook
  - Importance of daily reading

# Campus Focus: Reading

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	38	18	20	19
	5th	106	46	22	24	17
DFC	4th	100	35	19	16	20
	5th	103	36	15	21	18
Garfield	4th	94	44	23	21	14
	5th	104	29	19	10	15

# Campus Focus: Math

Campus	Grade	# Tested	# Failed	# Failed by 5 or less Questions	# Failed by 6+ Questions	# Missed "Meets" by 4 Questions
NHE	4th	111	43	26	17	27
	5th	106	53	25	28	15
DFC	4th	100	44	28	16	22
	5th	103	44	29	15	21
Garfield	4th	94	41	23	18	14
	5th	104	33	21	12	21

# Foundational Support K-2nd

- Implementation of 150 minute Literacy Block
- New ELAR Pearson Adoption
- New ELAR Curriculum Documents
- Staff Development sessions on all of the literacy block components
- (36) K-2 teachers participating the READ cohort
- New Online Resource:
  - Reading Eggs
  - Flocabulary
- Instructional Support Specialist assist with planning and modeling
- Sandra Garza Math implementation in all 2<sup>nd</sup> Grade classrooms



# Student Reading Level Monitoring

CAMPUS	1st 6-Weeks GE		CAMPUS	1st 6-Weeks GE
	8.23 - 10.4			8.23 - 10.4
<b>Buena Vista</b>			<b>Lamar</b>	
1st Grade	1.5		1st Grade	0.3
2nd Grade	2.2		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	3.0
4th Grade	3.8		4th Grade	3.6
5th Grade	4.3		5th Grade	4.7
<b>Calderon</b>			<b>Ruben Chavira</b>	
1st Grade	0.7		1st Grade	0.3
2nd Grade	2.4		2nd Grade	2.0
3rd Grade	3.0		3rd Grade	2.8
4th Grade	3.6		4th Grade	3.0
5th Grade	4.3		5th Grade	4.3
<b>Lonnie Green</b>			<b>North Heights</b>	
1st Grade	1.4		1st Grade	1.0
2nd Grade	2.1		2nd Grade	2.1
3rd Grade	3.2		3rd Grade	2.9
4th Grade	3.6		4th Grade	3.7
5th Grade	4.3		5th Grade	3.8
<b>Garfield</b>			<b>Laughlin</b>	
1st Grade	0.4		1st Grade	Did not test
2nd Grade	2.0		2nd Grade	Did not test
3rd Grade	2.8		3rd Grade	Did not test
4th Grade	3.5		4th Grade	Did not test
5th Grade	3.9		5th Grade	Did not test

Questions?

