LAMAR EL
Campus Improvement Plan
2017/2018

Miss Maryvel Flores, Principal

Lamar Elementary
The Heart of San Felipe! The Pride of Del Rio!

Maryvel Flores

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LAMAR EL

Mission

Lamar Elementary, the heart of San Felipe, educating our students of today to be leaders of tomorrow.

Vision

Make a difference, shape a mind, change the world, one child at a time.

LAMAR EL Site Base

Name	Position
Berton, Rai Zina	Special Ed Teacher
Cienega, Amanda	3rd Grade Leader
Cruz, Billie Jo	Kinder Leader
Flores, Maryvel	Principal
Floyd, Lucy	Attendance Clerk
Ibarra, Edith	Counselor
Martinez, Leticia	Parental Liaison
Mejia, Katherine	1st Grade Leader
Mercier, Allison	Assistant Principal
Munoz, Nancy	Master Reading Teacher
Rodriguez, Jackeline	4th Grade Leader
Sanchez Cordero, Yvonne	Parent Representative
Venegas, Roxana	2nd Grade Leader
Villarreal, Patricia	5th Grade Leader

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2017/2018 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

Strategic Priorities

Priority 1.   Recruit, support, and retain teachers and principals

Priority 2.   Build a foundation of reading and math

Priority 3.   Connect high school to career and college

Priority 4.   Improving low-performing schools

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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 June 2018, STAAR math scores will improve to 65% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR), TELPAS (Title I SW: 1,2,3,6,8) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2017 - June 2018 - Every 6 Weeks	(S)Local Funds - $393	Summative - Summatives, Formatives, Planning Minutes, Plans of Action, Increase of student achievement. See an increase in STAAR math scores as compared to STAAR 2016.
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction, independent instruction, targeted tutoring during or after school, and Saturday camps. (Title I SW: 2) (Target Group: All, AtRisk)	Campus Administrators, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - $1,219	Summative - Report cards, progress reports, formative and summative assessments, iStation reports, DMAC reports
3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math, Mentoring Minds Content Specific Workbooks and teacher editions, Countdown to STAAR, Fast Focus). (Title I SW: 3,9,10) (Target Group: 3rd, 4th, 5th)	Campus Administrators, Teachers	August 2017 - June 2018	(F)Title I - $0, (S)Local Funds - $1,220	Summative - Lesson Plans, Tutoring Plans, Formatives and Summatives, Increase in STAAR performance.
4. Continued implementation of the curriculum with vertical and horizontal alignment in place in all subject areas. (Title I SW: 2,3,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2017 - June 2018	(F)Title I - $0, (S)Local Funds - $0	Summative - Lesson Plans. District Curriculum Committee Cluster Meeting Notes Walk Throughs Student Performance Results STAAR
5. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, iStation, and TERRA NOVA. (Title I SW: 3,4,5,8,9) (Target Group: Migrant, LEP, SPED, GT, AtRisk, Dys)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017 - June 2018	(S)Local Funds - $1,000	Summative - Improved student performance.

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Objective 1. By June 2018, STAAR math scores will improve to 65% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide focused intervention and remediation in math to at-risk students by providing Saturday Camps. (Title I SW: 1,2,4,9) (Target Group: ECD, LEP, AtRisk, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	Sept 2017 - May 2018	(S)Local Funds - $2,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggragated by ED, at risk, LEP, special education, 504)

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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 June 2018 STAAR Reading scores will improve from 64% to 75% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the Accelerated Reader program in grades K-5 to motivate students to read, increase student reading endurance, comprehension, fluency,and performance on assessments (Title I SW: 3,9,10) (Title I TA: 1) (Target Group: All)	Librarian, Teachers	August 2017 - June 2018	(S)Local Funds - $2,000	Summative - AR Reports, iStation Reports, Increase in student STAAR Reading performance
2. Campus-wide reading initiatives have been put into place to ensure a literacy rich environment such as the use of word walls, displayed student writing, and various other intervention programs and materials (Rewards, Comprehension Toolkits) (Title I SW: 1) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2017 - June 2018	(S)Local Funds - $1,200	Summative - Assessment data, lesson plans, walkthroughs
3. Provide focused intervention and remediation in Reading for all students, including at-risk, specifically our ELL students, by providing Power Hour, a 55 minute block of focused reading intervention to include TPRI interventions, reading comprehension toolkit, Read Naturally interventions, and interventions provided by our Master Reading Teacher. (Target Group: ECD, LEP, SPED, AtRisk, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds - $1,500	Summative - Improvement in reading levels (Accelerated Reader Grade level equivalent) for all students. (Data disaggragated by ED, at risk, LEP, special education, 504)
4. Incorporate more parental involvement activities surrounding reading to promote literacy. For example, AR Challenge Family night, Million Word Reader. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Counselors, Instructional Aides, Librarian, Master Reading Teachers, Parental Aides, Teachers	August 2017- June 2018		Summative - Increased reading levels for all students (Accelerated Reader GE levels specifically).

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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 June 2018, STAAR Writing scores will improve from 48% to 65% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Include writing components in other academic areas besides ELA in grades K-5 to support achievement in the 4th grade STAAR writing assessments to meet system safeguards. (Title I SW: 1,3) (Target Group: All, ECD)	Campus Administrators, Teachers	August 2017 - June 2018	(S)Local Funds - $0	Summative - Lesson Plans, Increase in student performance Reports through DMAC Walk Throughs
2. Target instruction for all students including at-risk, LEP, economically disadvantaged, 504 and Special Education students through Writer's Workshop, STAAR materials, journals, The Write Doctor camps, tutorials during school and after school, and staff development to meet system safeguards. (Title I SW: 2,3,4,9,10) (Target Group: All, ECD)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2017- June 2018	(S)Local Funds - $4,000	Summative - Improved unit grades and reduced failure rate.
3. Through the campus writing committee initiate the district writing plan by providing training, materials, and coaching to meet system safeguards. (Title I SW: 1,2,5,10) (Target Group: ECD)	Campus Administrators, Counselors, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2017 - June 2018	(O)Local Districts - $0	Summative - STAAR
4. Provide additional after school writing process training each 6 weeks to address specific writing genres to meet system safeguards. (Title I SW: 2) (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Librarian, Teachers	August 2017 - June 2018	(O)Local Districts - $0	Summative - See in an increase in STAAR writing scores from the previous year. In addition, see growth when tracking students' writing initiative essays.
5. Implement District Planning Protocol to plan and provide rigorous and engaging writing instruction to meet system safeguards. (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Counselors, Instructional Coaches, Librarian, Teachers	August 2017 - June 2018	(O)Local Districts, (S)Local Funds - $500	Summative - Formative and STAAR
6. Monitoring the progress of all students' writing process, specifically our Hispanic, and economically-disadvantaged students, weekly to meet system safeguards. (Target Group: ECD)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017 - June 2018 - Weekly	(O)Local Districts - $0, (S)Local Funds - $100	Summative - See an increase in STAAR scores, specifically the systems safeguards as compared to STAAR Writing 2016.

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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 June 2018, STAAR Science scores will improve from 76% to 85% for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide hands on instruction in both science labs for all students to meet system safeguards. (Target Group: All, SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds - $4,000	Summative - Improved cycle grades and reduced failure rate. (Data disaggragated by ED, at risk, LEP, special education, 504)
2. Differentiate lab activities to address the needs of special ed students in science to meet system safeguards. (Title I SW: 1,2,3,8,10) (Target Group: SPED)	ARD Committee, Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds - $500	Summative - See an increase in STAAR Science scores as compared to STAAR 2016. In addition, see an increase in summative assessment scores as compared to 2015-2016 school year.
3. Build academic science vocabulary throughout all grade levels by requiring on lab day a week for grades K-5 to meet system safeguards. (Target Group: SPED)	Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers	August 2017- June 2018 - Weekly	(O)Local Districts - $0, (S)Local Funds - $800	Summative - Formatives, Summatives, Benchmarks and STAAR. Increased scores on science summative tests as compared to 2016, in addition to increased STAAR Science scores as compared to 2016.
4. Provide inclusion for special education students during science instruction in the classrooms/labs to provide support through one-on-one/small group by special ed teacher to meet system safeguards. (Target Group: SPED)	ARD Committee, Campus Administrators, Instructional Coaches, Teachers	August 2017 - June 2018	(S)Local Funds - $0	Summative - Formatives, Summatives, Benchmarks and STAAR
5. Provide targeted instruction to students identified in need of intervention with small group instruction, after school tutorials, in-school tutorials, and Saturday Camps. (Title I SW: 1) (Target Group: All)	Campus Administrators, Teachers	August 2017- June 2018	(F)Title I, (S)Local Funds	Summative - Report cards, summative tests, AR reports, iStation reports.

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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 June 2018, the percentage of students achieving Masters Grade Level on STAAR scores will increase by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of students on all STAAR assessments who reach Masters Grade Level by 10% in grades 3-5 through staff development (to include, but not limited to our GT students). (Title I SW: 3,8,9) (Target Group: GT)	Campus Administrators, Teachers	August 2017 - June 2018	(F)Title I - $0, (S)Local Funds - $2,000	Summative - See an increase in the number of students who reach masters grade level on STAAR for all subjects by 10% as compared to STAAR 2016.

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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.   Throughout the 2017-2018 school year, Lamar Elementary will provide all students opportunities to participate in extracurricular activities as support and complement to the curricular program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the participation of all students in extracurricular activities by 10%. (UIL - 3rd, 4th and 5th,Robotics - 3rd, 4th and 5th Cross Country - All students, Science Fair - All students Art Club - 3rd, 4th and 5th,Choir - 4th and 5th,Strings - 4th and 5th Elementary Track and Field Meet, Teacher/student 5K Lamar Walk-a-thon/Mile-a-thon (Title I SW: 1,10) (Target Group: All, 3rd, 4th, 5th)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2017 - June 2018	(S)Local Funds - $1,800	Summative - Club/Team Rosters, Competition Results, Performances, Attendance logs

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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 the end of the 2018 school year, Lamar Elementary will have a unified initiative for the safety and security of all students and personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the Crisis/Behavior Management team on campus for response to emergency situations to include all team members to be trained in CPI strategies. (Title I SW: 9) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - $0	Summative - Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks
2. Review, execute and update emergency drill procedures as outlined. (Tornado, Intruder, Lock Down, Evacuation, Fire) (Title I SW: 1) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - $0	Summative - Drill Reports Updated E.O.C.
3. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	Agust 2017 - June 2018		Summative - Visibility of badges on campus. Utilize reports to track usage.

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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 the end of the 2018 school year, Lamar Elementary will have a sound initiative in the education and prevention of bullying for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar staff will implement classroom management plans, such as the behavior clip chart or Class Dojo, to monitor classroom management. (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors, Teachers	August 2017-June 2018	(S)Local Funds - $1,000	Summative - Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals
2. Provide guidance lessons based on grade level needs which include the teaching of the Six Pillars of Character in grades K-5 during enrichment periods/activity periods. (Red Ribbon Week) (Title I SW: 3) (Target Group: All)	Counselors	Once per Six Weeks August 2017 - June 2018	(S)Local Funds - $1,000	Summative - Formative - Guidance Lessons Schedule Activity Period Schedule Lesson Plans Walk Throughs
3. Provide training to parents on identifying and dealing with bullying. (Title I SW: 3) (Target Group: All)	Parental Aides	One per Semester	(S)Local Funds - $500	Summative - Training Agenda and Sign-In Sheet
4. Implement a character education program for all students. (Leader In Me) (Title I SW: 2) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2017 - June 2018	(S)Local Funds - $0	Summative - RTime posters and banners in every classroom. Daily reminders during announcements. Reduction in office referrals.
5. Coordinate and execute 2 "Bully Camps", one per semester, for all students and parents to further educate on preventing bullying. Guests: Del Rio Police Dept., BCFS, STAR, High School Students (Student Council and Honor Society) Activities: Peer Bond Strengthening/Sharing, Videos for parents (Title I SW: 1,2) (Target Group: All)	Campus Administrators, Counselors	One per Semester	(S)Local Funds - $1,000	Summative - Bully Camp Agendas and Sign-In Sheets, Surveys and Evaluations
6. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. (Title I SW: 6,10) (Title I TA: 8) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides	August 2017 - June 2018	(S)Local Funds - $200	Summative - KeepNTrack Reports Visibility of badges on campus

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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 June 2018, all students will increase 10% on all portions of the STAAR core area assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire highly qualified staff, including teachers and paraprofessionals, that meet all necessary qualifications. Hire instructional aides to assist with the early literacy program. Highly qualifed staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,9) (Target Group: All)	Campus Administrators	August 2017-June 2018	(F)Title I - $182,000	Summative - Sign-in sheets, Applitrack
2. Hire instructional aides to assist with the early literacy program. (Target Group: All) (Strategic Priorities: 1)	Campus Administrators	August 2017-2018		Summative - Increase in STAAR assessment scores, increase in student individual reading levels for all students in grades K-5.
3. Highly qualifed staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Campus Administrators	August 2017-June 2018		Summative - See in an increase on STAAR assessment scores in addition to increased reading levels for all students in grades K-5.

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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 the 2018 school year, Lamar Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2017 - June 2018	(F)Title I, (S)Local Funds	Summative - Evaluation from SFDRCISD financial department

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

Objective 1. At the end of the 2018 school year, the attendance rate at Lamar Elementary will be at 98% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will continue with an Attendance Committee that will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Target Group: All, AtRisk)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers	August 2017 - June 2018	(F)Title I	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
2. The parents of Lamar Elementary will be active participants in the attendance process. Lamar will increase awareness of the importance of attendance through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Target Group: All)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2017- June 2018	(F)Title I - $1,000	Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each Six-Weeks unit. Perfect Attendance Certificates and Incentives. Trophy to the best attendance per grade level. SFDRCISD Attendance Initiative (Title I SW: 1,2) (Target Group: All)	Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers	August 2017 - June 2018		Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.
4. Recognize and celebrate classroom teachers for the efforts in promoting excellent student attendance on a daily basis. All the teachers of the grade level with the best attendance at the end of each cycle will be rewarded with incentives. (Title I SW: 1,2,8,9) (Target Group: All)	Campus Administrators	August 2017 - June 2018		Summative - Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.

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

Objective 2.　　By June 2018, parent participation at Lamar Elementary will increase by 25%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, festivals, Library Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, etc. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers	August 2017 - June 2018	(S)Local Funds - $600	Summative - Activities completed Parent Sign-In Sheets Increase in parental involvement on campus
2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. (Title I SW: 3,6,9,10) (Target Group: All)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO	August 2017- June 2018	(S)Local Funds - $600	Summative - Completed and updated communication tools Increase in parental involvement
3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. (Target Group: All)	Campus Administrators, Parental Aides, Teachers	One per Semester and As requested	(S)Local Funds - $200	Summative - Sign in sheets
4. Conduct two parental meetings monthly on various topics as surveyed by the parents. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Parental Aides	August 2017 - June 2018 - Monthly		Summative - Parental meeting agendas and sign-in sheets will be collected monthly.

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

Objective 3.   Throughout the 2017-2018 school year, Lamar Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with The City of Del Rio's Boys and Girls Club: Intramural Sports Program. (uniforms, facilities, parent volunteers) (Title I SW: 6,9,10) (Target Group: All)	Campus Administrators, City, Counselors, Parental Aides, Parents	August 2017 - June 2018	(S)Local Funds - $100	Summative - Team rosters, Parent volunteer logs, Team results
2. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences (science labs and equipment) (Title I SW: 3,10) (Title I TA: 1,4,8) (Target Group: All, 2nd, 3rd, 4th, 5th)	Campus Administrators, Teachers	Sept 2017- June 2018	(S)Local Funds - $0	Summative - Agendas, schedules, sign in logs, increased student performance

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

Objective 4.   Throughout the 2017 - 2018, Lamar Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing two visits.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for Cardwell classes to visit Lamar Elementary to provide an easier transition for incoming kindergarten students. (Title I SW: 7) (Target Group: PRE K)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	March 2018 - June 2018	(O)Local Districts	Summative - Sign-In Logs
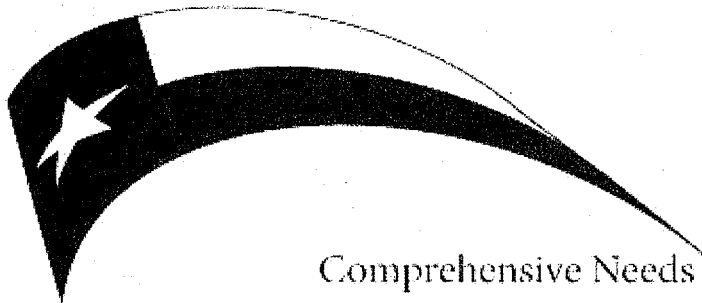
Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Classroom Demographics - based by individual teacher feedback
- Campus Demographics
- Attendance Percentages
-
-

-
-
-
-
-

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
● Teachers know Special Populations	● Distribution of Special Populations
● Increase in LEP students exiting	● Parent support and involvement
● Teachers know about LEP testing requirements	● LEP students to be rated correctly
●	● More mail role models
●	● More LEP exited
●	●
●	●
●	●
●	●
●	●

Summary of Needs

● ELPS Training throughout the year

● Improve parent involvement opportunities

● Distribute special populations as evenly as possible when developing master schedule

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●
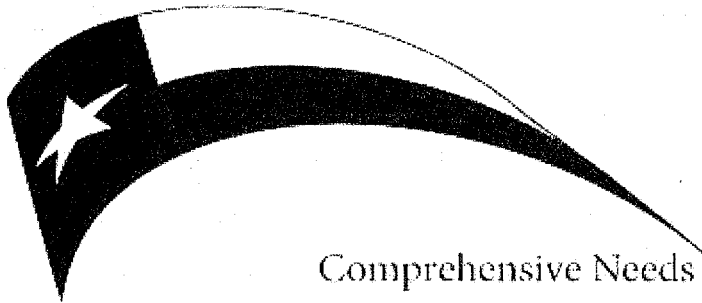
Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- STAAR Data
- # of child studies in process
- Benchmark Data
-
-

-
-
-
-
-

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- DMAC (immediate results for planning)
- DMAC (long-term tracking from year to year)
- Good student growth
- Power Hour
- Special Education students don't miss instruction
-
-
-
-
-

Needs
- More time for guided instruction
- More celebrations
- More DMAC training
-
-
-
-
-
-

Summary of Needs

- Organize more opportunities for collaboration in planning (vertical)
- More DMAC training throughout the year
- Develop a master schedule to maximize instructional time
-
-
-
-
-
-
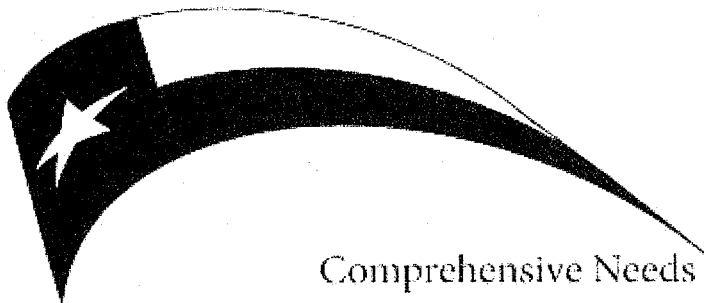
School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
-
-
-
-

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- Informal data - based on perception
- _____
- Parent Conferences held (input from teachers)
- _____
- Walk through data (# of walk throughs)
- _____
- Parent Conference Logs
- _____
- _____
- _____

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Leader in Me program	Less student tardies
Art Club	More positive feedback
District Programs (StuCo, Robotics, UIL)	Better planning for after school events
Staff Social Activities and Treats	Less student absences
Student-led Announcements	
100 Mile Club	
Staff Birthday Announcements	
Accelerated Reader	
Positive Walk-Through Feedback	
Lamar Habitat	

Summary of Needs

- Parent trainings on the importance of being in school
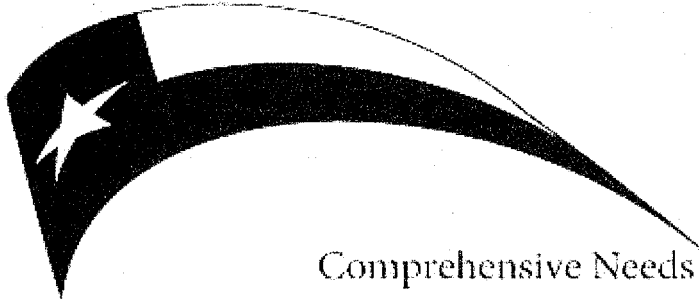- Provide more incentives for attendance
- Continue with deadline matrix
-
-
-
-
-
-
-

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- # of vacancies - only 2 currently
- TTESS
-
-
-

-
-
-
-
-

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- TTESS helps with continuos improvement

- Oppurtunities to grow within campus

- Weekly walk-throughs

- Family oriented

- United staff

- Mental Health training

-

-

-

-

Needs

- Mentor program

- Certified teachers in all areas

- TTESS training

- Gradebook training

- Professional development and resources

-

-

-

-

-

Summary of Needs

- More TTESS training throughout the year

- Provide more mini-professional development opportunities on campus

-

-

-

-

-

-

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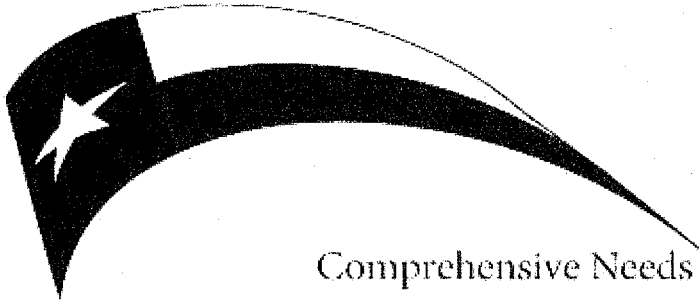
Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Lesson Plans
- Planning Protocol
- Technology use/availability
-
-

-
-
-
-
-

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- TTESS Flipbook
- Using data from formatives
- Using DMAC to track progress
- Power Hour
- 5E Lesson plans
- Planning Protocol
- Vertical Planning
- Data Days
-
-

Needs
- Training on formative assessment
- Teacher resources
- Math Power Hour
-
-
-
-
-
-
-

Summary of Needs

- Provide more mini-professional development opportunities
- Require collaborative planning participation (district collaboratives)
-
-
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-
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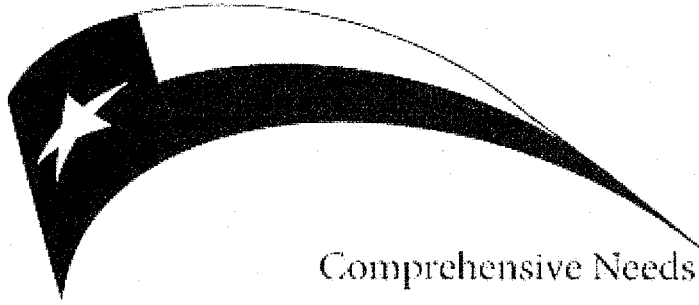
School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- Master schedule (lunch, duty, specials, power hour)
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- Teacher input through surveys
- Community involvement with district decisions
- Curriculum
- Collaboratives
- High Expectations
- Finish what we start
-
-
-
-

Needs
- More parent surveys returned
- Low expectations amoung some
- More structure in Lighthouse Team
- Fiar, consistant punishments
- Teacher input to make decisions on policy
-
-
-
-

Summary of Needs

- Continue improving on the Leader in Me process
- Provide more training on classroom management
- Improve parent involvement opportunities
-
-
-
-
-
-
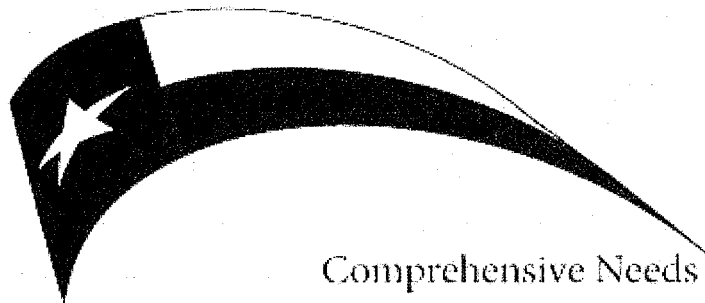
Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Meetings
- Campus Events
- Campus Demographics
-
-

-
-
-
-
-

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths
- Offer parents information in Eng/Sp
- Online training availible
- Business and comminity involvement
- BCFS used more
- All Call - direct calls to parents
-
-
-
-
-

Needs
- More parent participantion
- Parent training
- Family events
- Advance notice for events
- Notices sent out earlier
-
-
-
-
-

Summary of Needs

- Improve parent involvement opportunities
- Develop the use of a volunteer log to track the number of volunteers daily
-
-
-
-
-
-
-
-
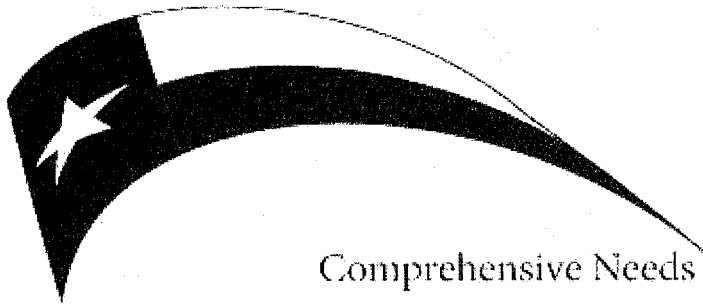
Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- Equipment accessibility
- _____

- Classroom inventories
- _____

- _____
- _____

- _____
- _____

- _____
- _____

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strenths
- Document Cameras
- Kinder iPads
- Computer lab staff
-
-
-
-
-
-
-
-

Needs
- More classroom computers
- Basic technology training
- Color printers
- Ink for colored printers
- Work orders to be done faster
- Terminals removed
- Headphones
- Lab managers to supervise better
-
-

Summary of Needs

- Provide more training for computer lab managers
- Provide more training for teachers on computer-based programs (iLit, SuccessMaker)
-
-
-
-
-
-
-
-

Demographics

ELPS Training throughout the year
Improve parent involvement opportunities
Distribute special populations as evenly as possible when developing master schedule

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–
–
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–

School Culture and Climate

Parent trainings on the importance of being in school
Provide more incentives for attendance
Continue with deadline matrix

–
–
–
–
–
–
–

Curriculum, Instruction and Assessment

Provide more mini-professional development opportunities
Require collaborative planning participation (district collaboratives)

–
–
–
–
–
–
–
–

School Context & Organization

Continue improving on the Leader in Me process
Provide more training on classroom management
Improve parent involvement opportunities

–
–
–
–
–
–

Student Achievement

Organize more opportunities for collaboration in planning (vertical)
More DMAC training throughout the year
Develop a master schedule to maximize instructional time

-
-
-
-
-
-

Teacher Quality

More TTESS training throughout the year
Provide more mini-professional development opportunities on campus

-
-
-
-
-
-
-
-

Family & Community Involvement

Improve parent involvement opportunities
Develop the use of a volunteer log to track the number of volunteers daily

-
-
-
-
-
-
-
-

Technology

Provide more training for computer lab managers
Provide more training for teachers on computer-based programs (iLit, SuccessMaker)

-
-
-
-
-
-
-
-

Flores, Maryvel

From:	Flores, Maryvel
Sent:	Friday, April 7, 2017 12:35 PM
To:	Lamar Staff
Subject:	Campus Needs Assessments
Attachments:	CNA Group Assignments 2017.xlsx; CNA Guidelines.pdf

Importance: High

Good morning!

We will meet for annual campus needs assessment on Tuesday, April 11th after school in the cafeteria. Attached are the 8 categories we will be asking you to provide feedback for. This year we will do it a little different. You will be assigned to groups (see attached). We will have stations set up for strengths and weaknesses provided around the cafeteria. I also attached the 8 criteria for reference to review and be prepared to provide feedback with your team. Groups will rotate and once your group is done providing feedback for all 8 categories, you are done. We will have all the materials, supplies, and information ready for you. Please just review the attached categories and be ready to share with your groups.

Have an awesome day!

Maryvel Flores
Principal
Lamar Elementary
maryvel.flores@sfdr-cisd.org
830-778-4730

"What lies behind us and what lies before us are tiny matters compared to what lies within us."
- - Oliver Wendell Holmes

Campus Needs Assessment Group Assignments

Group 1		Group 5
C. Rodriguez		P. Villarreal
J. Nevarez		R. Venegas
A. Banks		K. Mejia
S. Sotelo		R. Berton
M. Villa		C. Pena
E. Frias		I. Tamez

Group 2		Group 6
R. Villareal		B. Cruz
D. Hernandez		K. Martinez
B. Hernandez		M. Yanez
L. Martinez		N. Martinez
P. Stokes		M. Urrutia

Group 3		Group 7
L. Dovalina		L. Jenkins
M. Retana		A. Vasquez
D. Guzman		A. Guajardo
M. Maldonado		S. Green
R. Jimenez		E. Ibarra
E. uz		

Group 4		Group 8
N. Contreras		N. Munoz
W. Gargiulo		J. Rodriguez
B. Menchaca		B. Gonzalez
C. Flores		R. Pena
I. Avalos		D. Acosta
E. Amezcua		

Campus Needs Assessment Group Assignments

Group 1		Group 5	
C. Rodriguez	*(signature)*	P. Villarreal	*(signature)*
J. Nevarez	*(signature)*	R. Venegas	*(signature)*
A. Banks	*(signature)*	K. Mejia	*(signature)*
S. Sotelo	*(signature)*	R. Berton	*(signature)* R. Berton
M. Villa	*(signature)* M. Villa	C. Pena	*(signature)* C. Pena
E. Frias	*(signature)* Eliz Frias	I. Tamez	
		Gil	*(signature)*

Group 2		Group 6	
R. Villareal	*(signature)* R. Villareal	B. Cruz	*(signature)*
D. Hernandez	*(signature)*	K. Martinez	*(signature)*
B. Hernandez	*(signature)*	M. Yanez	*(signature)*
L. Martinez	*(signature)*	N. Martinez	*(signature)*
P. Stokes	*(signature)* P. Stokes	M. Urrutia	*(signature)* M. Urrutia

Group 3		Group 7	
L. Dovalina	*(signature)*	L. Jenkins	*(signature)* Jenkins
M. Retana	*(signature)* M. Retana	A. Vasquez	*(signature)*
D. Guzman	*(signature)* Iliana P. Guzman	A. Guajardo	*(signature)*
M. Maldonado	*(signature)* M. Maldonado	S. Green	*(signature)* S. Green
R. Jimenez	*(signature)* R. Jimenez	E. Ibarra	
E. iz	*(signature)* Elizabeth Cruz	A. Cienega	*(signature)* Al Cienega

Group 4		Group 8	
N. Contreras		N. Munoz	*(signature)*
W. Gargiulo		J. Rodriguez	*(signature)*
B. Menchaca	*(signature)*	B. Gonzalez	*(signature)* B. Gonzalez
C. Flores	*(signature)* Claudia E. Flores	R. Pena	
I. Avalos	*(signature)*	D. Acosta	*(signature)* Donald Acosta
E. Amezcua	*(signature)*		

(signature) A. Mercier

Campus Needs Assessment Group Assignments

Group 1		Group 5	
C. Rodriguez		P. Villarreal	
J. Nevarez		R. Venegas	
A. Banks		K. Mejia	
S. Sotelo		R. Berton	
M. Villa		C. Pena	
E. Frias		I. Tamez	

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R. Villareal		B. Cruz	
D. Hernandez		K. Martinez	
B. Hernandez		M. Yanez	
L. Martinez		N. Martinez	
P. Stokes		M. Urrutia	

Group 3		Group 7	
L. Dovalina		L. Jenkins	
M. Retana		A. Vasquez	
D. Guzman		A. Guajardo	
M. Maldonado		S. Green	
R. Jimenez		E. Ibarra	
E. iz			

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W. Gargiulo		J. Rodriguez	
B. Menchaca		B. Gonzalez	
C. Flores		R. Pena	
I. Avalos		D. Acosta	
E. Amezcua			

A. Mercier

Resources

Resource	Source
No rows defined.	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N	N	N	n/a	0	5	0
Mathematics	Y		Y						Y	N	Y	n/a	4	5	80
Writing	N		N						N			n/a	0	3	0
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**7**	**16**	**44**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															
Total													**0**	**0**	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													**17**	**26**	**65**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
*** Federal Graduation Rate Reason Codes:
    a = Graduation Rate Goal of 90%   c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
    b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	174	-	**	*	-	-	-	-	146	9	27	n/a
Total Tests	295	-	**	*	-	-	-	-	263	29	57	33
% at Approaches Grade Level Standard	59%	-	59%	*	-	-	-	-	56%	31%	47%	n/a
Mathematics												
# at Approaches Grade Level Standard	187	-	182	5	-	-	-	-	164	10	34	n/a
Total Tests	295	-	290	5	-	-	-	-	263	29	57	33
% at Approaches Grade Level Standard	63%	-	63%	100%	-	-	-	-	62%	34%	60%	n/a
Writing												
# at Approaches Grade Level Standard	34	-	**	*	-	-	-	-	29	*	8	n/a
Total Tests	95	-	**	*	-	-	-	-	86	*	21	*
% at Approaches Grade Level Standard	36%	-	35%	*	-	-	-	-	34%	*	38%	n/a
Science												
# at Approaches Grade Level Standard	72	-	**	*	-	-	-	-	63	10	*	n/a
Total Tests	102	-	**	*	-	-	-	-	92	18	*	*
% at Approaches Grade Level Standard	71%	-	70%	*	-	-	-	-	68%	56%	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	310	-	305	5	-	-	-	-	278	33	n/a	38
Total Students	311	-	306	5	-	-	-	-	279	33	n/a	38
Participation Rate	100%	-	100%	100%	-	-	-	-	100%	100%	n/a	100%
Mathematics: 2016-2016 Assessments												
Number Participating	310	-	305	5	-	-	-	-	278	33	n/a	38
Total Students	311	-	306	5	-	-	-	-	279	33	n/a	38
Participation Rate	100%	-	100%	100%	-	-	-	-	100%	100%	n/a	100%

*   Indicates results are masked due to small numbers to protect student confidentiality.

**   When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

-    Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Progress	- Student Achievement
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report

	Index 1	Index 2	Index 3	Index 4
Score	59	39	33	25
	Student Achievement (Target Score=60)	Student Progress (Target Score=32)	Closing Performance Gaps (Target Score=28)	Postsecondary Readiness (Target Score=12)

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	467	787	59
2 - Student Progress	308	800	39
3 - Closing Performance Gaps	265	800	33
4 - Postsecondary Readiness			
STAAR Score	24.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		25

Distinction Designation

⭐

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

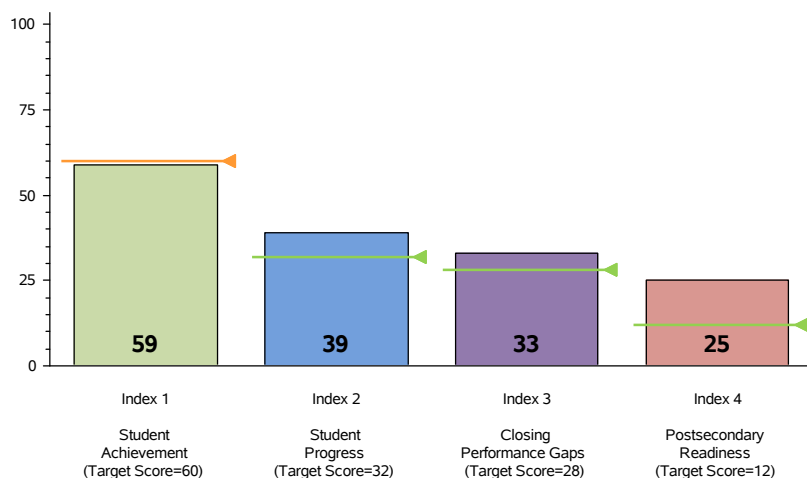**Top 25 Percent Closing Performance Gaps**

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	559 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	87.7
Percent English Language Learners	12.5
Mobility Rate	13.8
Percent Served by Special Education	8.6
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	7 out of 16 = 44%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	**17 out of 26 = 65%**

For further information about this report, please see the Performance Reporting website at https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html