

2015-16 Campus Improvement Plan

Palito Blanco Elementary School

Ben Bolt-Palito Blanco Independent School District

Mission Statement

Ben Bolt-Palito Blanco Independent School District's Mission Statement

It is the belief of the Ben Bolt-Palito Blanco ISD that all students can learn and that our schools can make a positive difference in the lives of our students. Our mission is to provide an environment for individual growth and development of the whole child and to prepare our students to make a positive influence on the dynamic, changing world of the future.

The Ben Bolt-Palito Blanco ISD will maintain an instructional program which provides opportunities for increased student learning and performance, promotes social performance and emotional growth, and improves citizenship competencies regardless of students' socioeconomic status, family background, race, gender, or prior academic performance.

The Ben Bolt-Palito Blanco ISD exists for the purpose of making a positive difference in the lives of our students and we share the responsibility of education with students, parents, and the community.

Palito Blanco Elementary School's Mission Statement

The mission of Palito Blanco Elementary is to provide a nurturing learning environment where all students learn, grow and succeed. By creating a positive school climate, that promotes academic excellence, each student will develop skills and varied experiences that will foster their growth into becoming life-long learners and productive members of society.

Palito Blanco Elementary School Campus Improvement Plan

2015-16 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Palito Blanco Elementary School conducted a comprehensive needs assessment for the 2015-16 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Palito Blanco Elementary School includes 11.0 teachers, 5 paraprofessionals, and 1 administrator. The student population is 0.0% African American, 92.1% Hispanic, 6.7% White, 1.2% American Indian, 0.0% Asian, 0.0% Pacific Islander, 0.0% Two or More Races. Additionally, the campus serves 59.3% economically disadvantaged students, 9.7% special education students, and 6.8% Limited English Proficient students. Attendance rates include 0.0% African American, 94.5% Hispanic, 94.2% White, and 94.3% economically disadvantaged. The most current data indicate the campus has a 12.1% mobility rate.

The following data was reviewed in relation to campus demographics:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, and Benchmark Results

Upon review of this data, several findings were noted. These findings include:

Professional Learning Communities should be established. This consists of all teachers, staff, parents, and administrators working together for the interest of our students in so they may be academically successful. Communication between departments, administration, central office and school board should be open in order to resolve issues and exchange ideas that address the needs of our students.

Areas of need include:

Better communication and alignment between parents, teachers, staff, and administrators to address attendance improvement. One possible improvement is to offer attendance incentives.

Student Achievement

The following data was reviewed in relation to Student Achievement:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Reports.

Upon review of this data, several findings were noted. These findings include:

A majority of the students enjoy the school environment/atmosphere, and show great motivation. STARR reading results increased from 63% to 94%.

Palito Elementary School met the standard in the 2015 state accountability system and been removed from improvement required status. Distinction was earned due to academic achievement in Reading/ELA.

Areas of need include:

Students require remediation for 3rd grade mathematics. The campus will implement learning strategies to incorporate mathematics cross-discipline. Instructional strategies should be used to improve Math STAAR test results.

School Culture and Climate

The following data was reviewed in relation to School Culture, Climate, and Organization:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report

Upon review of this data, several findings were noted. These findings include:

Palito Elementary is located in a rural area and the school is secured by an enclosed fence with limited entry points. Students, parents and faculty feel safe in this drug and weapon free environment. School facilities could use improvement, especially in high traffic areas, such as school bathrooms and the outside playground.

Areas of need include:

Due to the age of the facilities, bathrooms in older section of building need to be renovated. The outside environmental conditions have forced the playground equipment to either be replaced or the surface to be resurfaced to meet state safety requirements.

Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report

Upon review of this data, several findings were noted. These findings include:

Our staff meets the highly qualified teacher standard by 100% rating. The teacher/student ratio is lower in comparison to the state's average. For the 2015-16 school year three teacher positions will have to be filled.

Areas of need include:

Incentives need to be in place for recruitment of high demand areas and retention of highly qualified staff. Teachers' salaries are below salaries of surrounding districts. There is a strong need for a campus reading interventionist/specialist and a campus counselor.

Curriculum, Instruction and Assessment

The following data was reviewed in relation to Family and Community Involvement:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report,

Upon review of this data, several findings were noted. These findings include:

All teachers use and follow the TEKS Resource System curriculum. Benchmarks/ CBA's are given each 9 weeks and as a semester average. The average service time to the district for teachers is 6.4 years. DMAC is used for test banks for assessments, and for disaggregated data. Technology is implemented into the curriculum.

Areas of need include:

Teachers need campus wide professional development for reading interventions, aligning assessment for rigor and complexity, especially for 3rd grade STAAR reading and math, classroom manipulatives, and counseling support.

Family and Community Involvement

The following data was reviewed in relation to Family and Community Involvement:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report,

Upon review of this data, several findings were noted. These findings include:

Parental support has a direct correlation to increasing academic success. Parent activities are provided throughout the year through Open House, Meet the Teacher, Thanksgiving luncheon, and various school programs and field trips. Some parent activities are being provided through ACE. Communication is available on various social media accounts and the district/ campus website.

Areas of need include:

Establishing a PTA/PTO that can provide the campus with more parental communication and support. Parent volunteers can assist with academic and extracurricular activities.

School Context and Organization

The following data was reviewed in relation to Family and Community Involvement:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report,

Upon review of this data, several findings were noted. These findings include:

Teachers are provided with a budget for instructional supplies. Teachers are given conference time, resources, and appropriated funds to plan for instruction. Teachers are grouped by grade level in the same general area. Our campus is on one set schedule, and classroom design provides efficiency and purpose.

Areas of need include:

Departments need time for collaborative and vertical alignment planning. Having teachers of the same grade level or core area share planning periods could serve as to benefit instruction.

Technology

The following data were reviewed in relation to Family and Community Involvement:

TEA PEIMS Data, Texas Academic Performance Report, Attendance Rate, STAAR Results, Student and Staff Demographic Report, Staff Input, FOCUS School Improvement Plan, Benchmark Results, and Failure Report,

Upon review of this data, several findings were noted. These findings include:

Campus wide teacher computers were updated. However, infrastructure needs improvement to support the current technological advancements.

Areas of need include:

Campus could benefit from wireless internet access to provide efficiency with computers and printers. Various computer programs and software could be used to provide support to instruction, and professional development will be needed.

**Palito Blanco Elementary School
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	9 Week Reward for Top AR Readers, 28% Grade 3 Reading Performance at Level III	2015 Distinction Designation Summary
		Writing	Implementation of Writing Academy	
		Math		
		Science	Soil Conservation Poster Contest	
		Social Studies	Celebration of Hispanic Heritage Month	
	Subgroups	All	#6 Elementary in the Top 25% in Closing Performance Gaps in Texas STAAR Postsecondary Readiness Standard	2015 Distinction Designation Summary
	Social/ Emotional	Discipline	Good Behavior Incentives using Badger Bucks	
Extracurricular		ACE Enrichment Program	Afterschool Attendance of Students	
Teachers	Professional Development	IPAD Training, Study Island Training, New Math TEKS Training	Training Visible in Classroom Observations	
	New Staff	Assigned Mentor Teachers		
	Retention	Core Area Teacher's Bonuses		
	Qualifications			
Parents	Participation	Thanksgiving Parental Involvement Luncheon, HEB Mother's Day Cake, Field Day, Christmas Program	High Parental Attendance at Events	
	Communication	Addition of Social Media Accounts, and Weekly Updates through Website	High Volume of Visitors to Websites	

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Campus Culture

District Priority:

The district will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Throughout the current academic school year, Palito Blanco Elementary will implement and emphasize a rigorous and challenging aligned curriculum so all students can perform at higher levels of achievement.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Study Island		All	Teachers	Study Island Curriculum	2015-16 School Year
2 ACE Program		All	Teachers and ACE Personnel	ACE Program	2015-16 School Year
3 UIL Academic Activities		All	Teachers	UIL Activities	2015-16 School Year
4 I-station		All	Teachers, Computer Lab Asst.	I-station Program	2015-16 School Year
5 Accelerated Reader Program (AR)		All	Teachers, Library Aide	AR Program	2015-16 School Year
6 Saturday Math STAAR Camps		3 rd Grade	Administrator, Teachers	Benchmark/CBA data, DMAC	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 FOCUS Leadership Team Meetings		All	Administrator, Teachers	Meeting Agendas	2015-16 School Year
2 Mentorship Program		All	Administrator, Teachers	Senior Teachers, Administrator	2015-16 School Year
3 Lesson Plans		All	Administrator, Teachers	Dropbox	2015-16 School Year
4 TEKS RESOURCE System		All	Administrator, Teachers	TEKS Resource Website	2015-16 School Year
5 STAAR Test Maker		All	Administrator, Teachers	Software	2015-16 School Year
6 DMAC		All	Administrator, Teachers	Software	2015-16 School Year
7 Professional Development		All	Administrator, Teachers	ESC2	2015-16 School Year
8 Technology Improvement		All	Administrator, Teachers	Rural School Grant	2015-16 School Year
9 Benchmark, Six Weeks and Semester Exams		All	Administrator, Teachers	DMAC Disaggregated Data	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 STAAR Parent Meetings		3rd Grade	Administrator, Teachers	Benchmarks/CBA, DMAC	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 Data Driven ARD, LPAC Meetings		All	Administrator, Teachers, Parents,	Assessment Results, IEPs, Teacher information	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Student Safety

District Priority:

The district will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Palito Blanco Elementary will utilize various emergency response plans, discipline management techniques, and safety oriented measures to encourage all students to consistently demonstrate positive behavior characteristics to increase student achievement.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Receive a copy of the Student Code of Conduct at initial staff meeting of school year.		All	Administrator, Teachers, Paraprofessionals	Student Handbook, Attendance Roster	2015-16 School Year
2 Implement classroom discipline management plans.		All	Administrator, Teachers	Parent/Student Handbook, Class Discipline Plan	2015-16 School Year
3 Monitor student discipline referrals and provide strategies.		All	Administrator, Teachers	Discipline Referral Forms	2015-16 School Year
4 Provide a safe and orderly environment conducive to learning through daily routines on the campus.		All	Administrator, All Campus Personnel	Classroom resources	2015-16 School Year
5 Provide lessons on appropriate behavior to reduce student misbehaviors in order to provide a safe environment.		All	Administrator, All Campus Personnel, Counselor	Cops in Schools and Classroom Resources	2015-16 School Year
6 Provide information on Character Education.		All	Administrator, All Campus Personnel, Counselor	Handouts	2015-16 School Year
7 Prepare Character Education posters to display in designated areas in the school to increase students' positive behavior and thus enhance the learning environment.		All	All Campus Personnel	Rules	2015-16 School Year
8 Emergency Response Plans		All	Administrator, teachers, staff, ACA team, Sheriff Department	Fire Drills, Campus Plans	2015-16 School Year
9 Medical Response, AED(Automated External Defibrillator) Trained Personnel		All	Nurse, coaches, Administrator	AED Stations, nurse medical supplies	2015-16 School Year

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
10 Effective display and communication of classroom rules		All	Teachers	Technology, general supplies	2015-16 School Year
11 Positive reinforcement of proper behavior		All	Administrator, Campus Staff	Various incentives	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Non- Violent Crises Intervention training program		All	CPI Team	ESC 2 Training -PBIS	2015-16 School Year
2 CPR/AED training		All	All campus staff	CPR/AED Certified Trainer	2015-16 School Year
3 Diabetic training		All	Health Management team	ESC-2 Training	2015-16 School Year
4 Signs of Child Abuse training		All	Administrator, coaches, nurse, teachers	State agencies, CPS	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 School - Home Contacts		All	Administrator, Teachers,	Various Communication Tools	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Attendance

District Priority:

The district will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

Throughout the 2015-2016 academic school year, Palito Blanco Elementary will utilize various communication strategies to support increased student achievement by focusing on improved student attendance. Campus attendance will improve to 96% by implementing attendance incentives throughout the year.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Reward students for attending school regularly and for end-of-year perfect attendance.		Students	Administrator, Teachers	Compensatory and Campus Activity Funds Announcements for motivation	Weekly, Nine-Weeks and end-of-year
2 Provide opportunities for students to celebrate attendance successes.		Students	Administrator, Teachers	Compensatory Fund/Activity Fund	2015-16 School Year
3 Ongoing monitoring of student attendance will be on-going weekly, monthly and annually.		Students	Administrator, Attendance Committee, Teachers, ACE Site Coordinator	Student Listing of attendance	Per Nine Weeks
4 Free Dress Code Friday incentive will be provided		Students	Administrator, Teachers	Attendance Reports	2015-16 School Year
5 Attain an overall attendance rate of 96%		All	Administrator, Teachers, ACE Program	Student Attendance Handbook, Attendance Records, Truancy Court	2015-16 School Year
6 Positive Phone Calls		All	Administrator, Teachers	District Phone System	2015-16 School Year
7 Student of the Month Recognition		All	Administrator, Teachers	Teacher Information	2015-16 School Year
8 Work with Truancy Court and Officials		All	Administrator, Truancy Court, Officials, Teachers, Parents, Students	Truancy Court, State Officials	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Campus developed rewards and consequence system in place to encourage faculty attendance		Teachers	Administrator, Teachers	PEIMS, Substitutes	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
2 Performance Evaluation to include teacher attendance section		Teachers	Administrator, Teachers	PDAS, Campus Records	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Campus developed plans to increase parent participation		All	All	Administration, District Web Site, Communication	2015-16 School Year
2 UIL Events to be used as a tool to encourage parent participation in all aspects of school		All	Administrator, Coaches, Teachers, Staff, Parents, Students	UIL Events, Website, Various Forms of Communication	2015-16 School Year
3 Parent-Student Teacher Conference		All	Administrator, Teachers	Technology, Various Forms of Communication	2015-16 School Year
4 Open House		All	Administrator, ACE Coordinator, Teachers	Campus Facilities, Technology	2015-16 School Year
5 ACE Enrichment Program		All	Administrator, ACE Coordinator, Teachers	Campus Facilities, Website, Flyers, Technology	2015-16 School Year
6 Parental Involvement Day		All	Administrator, ACE Coordinator, Teachers	Campus Facilities, Website, Flyers, Technology	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: College and Career Readiness

District Priority:

Help students plan for life beyond graduation (1B-7)

Campus Performance Objective:

Throughout the 2015-2016 academic year, Palito Blanco Elementary will focus on continuing to implement a learning environment designed to prepare students for post-secondary education or a chosen career field.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 College Readiness and Awareness		Parents and Students	ACE Grant	ACE	2015-16 School Year
2 College Awareness T-Shirt Day		All	Administrator, Teachers	Website	2015-16 School Year
3 Prepare lessons and teach students according to the TEKS (Texas Essential Knowledge Skills)		All	Administrator, Teachers, ACE program, Students	TCMPC, TEA Website, ESC2, CTE	2015-16 School Year
4 Provide students with opportunities to promote colleges and career pathways		All	Administrator, Teachers, ACE program, Parents, Students	Universities, Trade Schools, CTE Personnel	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Provide services for academic readiness		All	Administrator, Teachers, ACE program, Parents, Students	DMAC, TOMPC, TEKS, TEA	2015-16 School Year
2 Challenge students at all levels, and offer incentives		All	Administrators, Teachers, ACE program, Parents, Students	DMAC, TCMPC, TEKS, TEA, PDAS	2015-16 School Year
3 College T-Shirt and banners to provide personal awareness of college readiness		All	Administration, Teachers	Personal Information, Technology	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Offer career and college information		All	Administrator, Teachers, ACE program, Parents, Students	School Website, Meetings, Communication Tools	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
3	All	40		77	100		16	10
3	Hispanic	38		74	100		11	10
3	Am. Indian	0						
3	African Am.	0						
3	Pac. Islander	0						
3	Two or More	0						
3	Eco. Dis.	33		70	100		9	10
3	LEP Current	5		74	100		10	10
3	LEP M1	0						
3	LEP M2	0						

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	Hispanic							
4	Am. Indian							
4	African Am.							
4	Pac. Islander							
4	Two or More							
4	Eco. Dis.							
4	LEP Current							
5	Hispanic							
5	Am. Indian							
5	African Am.							
5	Pac. Islander							
5	Two or More							
5	Eco. Dis.							
5	LEP Current							
6	Hispanic							
6	Am. Indian							
6	African Am.							
6	Pac. Islander							
6	Two or More							
6	Eco. Dis.							
6	LEP Current							
7	Hispanic							
7	Am. Indian							
7	African Am.							
7	Pac. Islander							
7	Two or More							
7	Eco. Dis.							
7	LEP Current							
8	Hispanic							

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that student competencies reach or exceed grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

The Goal for Palito Blanco Elementary is for all student groups to score at or higher than 80% mastery in all State Assessment Subject Areas, with 10% of all students achieving Advanced Academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Students will be assessed via benchmarks, and campus faculty will use data to identify students strengths and weaknesses to develop interventions		All	Administrator, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island, Think Through Math	2015-16 School Year
2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		All	Administrator, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, Think Through Math, ACE Tutoring	2015-16 School Year
3 Provide extended day tutorials		All	Administrator, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, Think Through Math, ACE Tutoring	2015-16 School Year
4 Provide tutorials during the school day (Center for Continuing Education- STAAR Preparation Program)		All	Administrator, Teachers, ACE Program, Parents, Students	Program Resources	2015-16 School Year
5 Create mini benchmarks/six weeks tests to frequently monitor progress of specific STAAR skills		All	Teachers	Student Test Scores, DMAC Data	2015-16 School Year
6 Prepare and adjust time lines		All	Teachers	Student Data, TEKS/STAAR Categories	2015-16 School Year
7 Create profiles of student performances and focus instruction on areas of weakness		All	Teachers	Action plan, Students list by Special Pops	2015-16 School Year
8 Identify the special population students so teachers are aware of subgroups		All	Teachers	Action Plan, Student Lists by Special Pops.	2015-16 School Year
9 Conduct classes with bell to bell instruction		All	Teachers	Informal and Formal Walkthroughs	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Teachers will receive training and support on the proper use of district tools and programs in order to best support their students		All	Administrator, Teachers	ESC2, Program Specialists	2015-16 School Year
2 Design lessons and assessments that align with state standards, and prepare students to succeed on local and state assessments.		All	Administrator, Teachers, ACE program, Parents, Students	TEA, TCMPC, ESC2,, Program specialists	2015-16 School Year
3 Teachers will identify student weaknesses and implement proper intervention		All	Administrator, Teachers, ACE program, Parents, Students	District Tech Programs, TEA, TCMPC, ESC2, Program Specialists	2015-16 School Year
4 Study Island during extended day		All	Teachers	Technology	2015-16 School Year
5 Provide students with technology using the I-Pads		All	Teachers	Technology	2015-16 School Year
6 DMAC Data need assessments		All	Teachers	Technology	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7 Teachers will offer STAAR talks for parents and students		All	Administrator, 3 rd Grade Teachers, ACE program	Parent Sign-In Sheets, Technology	2015-16 School Year
8 Staff will be involved in conducting a Family Night to engage parents in their child's education		All	Campus-wide Staff, ACE program	Parent Sign-In Sheets	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Employ campus developed plan to provide/encourage parents to become involved in the process of educating their student and assisting with success on local/state assessments		All	Administrator, Teachers, ACE program, Parents, Students	District Website, Grade Speed, and Numerous Communication Methods	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
3	All	40	34	94	100	10	28	28
3	Hispanic	38		73	100		15	10
3	Am. Indian	0						
3	African Am.	0						
3	Pac. Islander	0						
3	Two or More	0						
3	Eco. Dis.	33		70	100		13	10
3	LEP Current	5		68	100		11	10
3	LEP M1	0						
3	LEP M2	0						

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	Hispanic							
4	Am. Indian							
4	African Am.							
4	Pac. Islander							
4	Two or More							
4	Eco. Dis.							
4	LEP Current							
5	Hispanic							
5	Am. Indian							
5	African Am.							
5	Pac. Islander							
5	Two or More							
5	Eco. Dis.							
5	LEP Current							
6	Hispanic							
6	Am. Indian							
6	African Am.							
6	Pac. Islander							
6	Two or More							
6	Eco. Dis.							
6	LEP Current							
7	Hispanic							
7	Am. Indian							
7	African Am.							
7	Pac. Islander							
7	Two or More							
7	Eco. Dis.							
7	LEP Current							
8	Hispanic							

STAAR Results

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
8	Am. Indian							
8	African Am.							
8	Pac. Islander							
8	Two or More							
8	Eco. Dis.							
8	LEP Current							

District Priority:

Ensure that students' competencies reach or exceed grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

The goal of Palito Blanco Elementary is for all students to score at or higher than 80% mastery in the Reading State Assessment with 10% of all students achieving Advanced academic status.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Students will be assessed via Benchmarks, and campus faculty will use data to identify students strengths and weaknesses to develop interventions		All	Administrator, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island	2015-16 School Year
2 Students that require special attention will be supported by campus developed plans to improve areas of concerns		All	Administrator, Teachers, ACE Program, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	2015-16 School Year
3 Monitor benchmark results and six weeks exams to drive STAAR interventions		All	Administrator, Teachers, Parents, Students	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	2015-16 School Year
4 Use benchmark results and six weeks exams to drive and adjust TEKS timelines		All	Administrator, Teachers	DMAC, STAAR Test Maker, Study Island, ACE Program, Tutoring	2015-16 School Year
5 Teachers will identify special population groups and monitor targeted interventions		All	Administrator, Teachers	PEIMS, STAAR Action Plan	2015-16 School Year
6 Provide after school tutorials		All	Administrator, Teachers, Parents, Students	DMAC, ACE Program, Tutoring, Assessment Results	2015-16 School Year
7 Provide STAAR tutorial during school day		All	Administrator, Teachers, Parents, Students	DMAC, Assessment Results	2015-16 School Year
8 Provide bell to bell instruction		All	Administrator, Teachers, Students	Walk Throughs	2015-16 School Year
9 Create data driven individualized instructional plan		All	Administrator, Teachers, Parents, Students	DMAC, Study Island, Assessment Results	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Professional development for teachers on the use of district tools and programs in order to best support their students		All	Administrators, Teachers	ESC2	2015-16 School Year
2 Lessons plans and assessments aligned with state standards to prepare students to succeed on local and state assessments.		All	Administrators, Teachers	TEKS Resource	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
3 Teachers will identify student weaknesses and implement proper interventions: Study Island, I-station, Accelerated Reader		All	Administrators, Teachers	DMAC	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Employ campus plans to encourage parents to become involve in the process of educating their child and assisting with the success on local and state assessments		All	Administrator, Teachers, Parents, ACE	Campus Communication Methods	2015-16 School Year
2 Staff will hold Open House to involve parents in the educational process of their child.		All	Administrator, Teachers, Parents, ACE	Campus Communication Methods	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Academics/Curriculum

District Priority: All teachers in grades K-3 will teach the TEKS-Texas Essential Knowledge and Skills in all subject areas and ensure that all students will complete all grade level TEKS.

Campus Performance Objective: 90% of all student groups, At-Risk Students, Hispanic, White, Economically Disadvantaged taking the STAAR Reading and Math exams will meet or exceed minimum expectations.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 High expectations will be set for all students		All	Administrator, Teachers	TEKS Resource Curriculum, Lesson Plans, Focus School Improvement Plan	2015-16 School Year
2 Disaggregate and review post assessment data from STAAR, TPRI, and MClass to analyze instructional strengths and weaknesses.		All	Administrator, Teachers	STAAR, TPRI, MClass	2015-16 School Year
3 Curriculum Alignment and Mapping will be an on-going process to eliminate gaps in teaching.		All	Administrator, Teachers	TEKS Resource System	2015-16 School Year
4 Students in need of remediation will be enrolled in STAAR remediation/enrichment classes and/or attend assessment tutorials		All	Teachers, Administrator	ACE Program	2015-16 School Year
5 Administer TPRI, MClass and STAAR Benchmarks to all students (K-3) 3 times a year to determine targeted areas for improvement.		All	Teachers	TPRI, MClass and Benchmarks	2015-16 School Year
6 Display progression of student achievement as per benchmarks utilizing a visual chart.		All	Administrator, Teachers	Progress Charts Data	2015-16 School Year
7 Increase all teacher communication through a variety of means.		All	Administrator, Teachers	Principal	2015-16 School Year
8 Using district curriculum alignment, all students will be taught TEKS for mastery at each grade level		All	Administrator, Teachers	TEKS Resource System	2015-16 School year

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
9 ACE 21st Century in-school tutorials will be offered for identified students at each campus		All	Administrator, Teachers, ACE Program	21st Century Grant	2015-16 School Year
10 Administer practice assessments to K- 3rd graders to identify and/or progress monitor areas that need improvement.		All	Administrator, Teachers	STAAR Release Tests, DMAC	2015-16 School Year
11 Increase students' participation in the AR program.		All	Administrator, Library Aide, Teachers	AR Program AR Library Books ACE Program	2015-16 School Year
12 Provide intervention for grades PreK-3 through on campus tutorials for all at-risk students.		All	Administrator, Teachers, ACE Program	Tutorial Schedule, Student Sign-In	2015-16 School Year
13 Provide a plan of intensive intervention for identified at risk students including Sp. Ed. (PreK-3)		All	Administrator, Teachers	Intensive Intervention Plan Assessment Data	2015-16 School Year
14 Provide incentives for all 3rd graders for building motivation and stamina.		All	Administrator, Teachers	Fun Day, Rewards, Awards, Activity Funds	2015-16 School Year
15 Students in need of remediation will be placed in small group tutorial sessions for targeted instruction		All	Administrator, teachers	State Compensatory Education Funds	2015-16 School Year
16 Integrate Special Ed. related services with student(s) and defining of learning environments (gen. /Sp. Ed.)		All	Administrator, Teacher	List of Related Services	2015-16 School Year
17 Disaggregate and review reading and math STAAR Results to analyze and plan for targeted areas for 3rd grade.		3 rd Grade	Administrator, Teachers	DMAC, STAAR, MClass, TPRI	2015-16 School Year
18 Provide a 3-tier framework for instruction for all students.		All	Administrator, Teachers	MClass math, Benchmarks, Teacher informal Data, ACE Afterschool intervention	2015-16 School Year
19 Students will improve in math and reading objectives that emphasize higher order thinking skills, problem solving strategies, and assessing STAAR formatted questions		All	Teachers	Blooms Taxonomy	2015-16 School Year
20 Utilize Failure Document when a student is failing.		All	Administrator, Teacher, ACE Site Coordinator	Failure Plan	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Attend staff development in Math/Reading strategies/centers.		All	Administrator, Teachers	ESC2	2015-16 School Year
2 Monitor implementation of core reading program and intervention strategies.		All	Administrator, Teachers	Imagine It	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
3 Use Process Writing as a strategy to improve writing skills with emphasis in ESL.		All	Administrator, Teachers	Writing Curriculum	2015-16 School Year
4 Keep a portfolio per student.		All	Administrator, Teachers	Writer's Notebooks	2015-16 School Year
5 Teachers will attend professional development for implementation of TEKS		All	Administrator, Teachers	ESC2	2015-16 School Year
6 Teachers will teach all TEKS for mastery.		All	Administrator	TEKS Resource System	2015-16 School Year
7 Provide instruction on the use of data assessment to design instruction in the classroom.		All	Administrator, Teachers	DMAC, TEKS Resource Curriculum	2015-16 School Year
8 Attend staff development to improve on learning strategies		All	Administrator, Teachers	Edivation	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 For implementation of students' success initiative, parents will be provided information regarding the initiative in a variety of ways including, but not limited to letters and conferences.		All	Administrator, Teachers, Parent	Policy EIE (local)	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Parental Involvement

District Priority:

To develop a more comprehensive partnership in home, school and community to promote self-esteem and academic growth of students.

Campus Performance Objective:

1. Increase parental involvement as per volunteer activities at school.

2. Hold Open Houses to inform parents of grade level standards and teacher expectations, and state requirements.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Expand the home-school communication via open-house and campus meetings such as per Title I Parental Involvement Policy, parent/teacher conferences, ESL-LPAC, notices, and updates to parents.		All	Administrator, Teachers	Title 1 Funding Resources Newsletters, Updates Compensatory Funds	2015-16 School Year
2 Send student handbook to parents in order to inform and update school guidelines and information.		All	Administrator, Teachers	Student Handbook, Handouts	2015-16 School Year
3 Work in conjunction with ACE Grant as our partners in education to promote student successes and as per parent involvement Policy. (See Appendix A)		All	Administrator, ACE, Teachers	ACE	2015-16 School Year
4 Conduct Pre-K Round Up.		All	Administrator, Pre-K Teacher	Information Packets, Parent Notices Flyers	2015-16 School Year
5 Provide parents with school information and through various ways of communications.		All	Administrator, Teachers	Attendance Forms, Refreshments, Handouts	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Hold 3rd grade parent conference sessions to inform parents of grade level expectations.		All	Administrator, Teachers	Grade Level Requirements Parent Invitations	2015-16 School Year

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents will, in cooperation with the school, organize fundraisers to promote school wide incentives		All	Administrator, Teacher, Parents	Parents	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus: Technology

District Priority:

To increase the effectiveness of teaching/learning through the use of technology.

Campus Performance Objective:

1. Continue the use of technology to enhance instruction and teacher effectiveness.
2. Continue online technology to enhance student instruction.

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Continue current integration of technology using the following: Study Island, I Station, Accelerated Reader		All	Administrator, Teachers	Grade Book, Computer Programs, Study Island	2015-16 School Year
2 Utilize wireless laptops, Smart Boards, and I Pads.		All	Administrator, Teachers	Wireless Laptops, Smart Boards, I Pads	2015-16 School Year
3 Technology literacy will be monitored for all staff and students by providing annual surveys and assessment through STAAR Chart		All	Administrator, Curriculum Director	DMAC	2015-16 School Year

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 TXEIS System will be used to monitor attendance and PIEMS information		All	Administrator, PIEMS	TXEIS System	2015-16 School Year
2 DMAC will provide teachers with data to improve instruction		All	Teachers	DMAC	2015-16 School Year
3 Technology literacy will be monitored for all staff and students by providing annual surveys and assessment through STAAR Chart		All	Administrator, School Staff	DMAC, Other Forms of Technology	2015-16 School Year
4 Utilize ESC Database for Reading and Math, DMAC for managing, benchmarks and reports, Smart Board for instruction.		All	Administrator, Teachers	ESC 2, Other Forms of Technology	2015-16 School Year

Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1 Parents' monitor students grades through Grade Speed		All	District Designee, Parents	Grade Speed Parent Portal	2015-16 School Year
2 Parent technology trainings		All	ACE	ACE Program	2015-16 School Year

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2015-16 Campus Improvement Plan for Palito Blanco Elementary School

Area of Focus:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

*** Legend for Codes**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	The needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	Initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	Students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	Training needs of teachers and other staff.
T	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	Federal mandates for school-wide Title I programs.
VP	Violence Prevention	Prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	Prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

**Palito Blanco Elementary School
Gloria Hamill, Principal
2015-16 Campus Improvement Plan
Ben Bolt-Palito Blanco Independent School District**

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Palito Blanco Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the I-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Gloria Hamill	Principal
Maricela Garcia	Secretary
Belen Gonzalez	CNA
Mrs. Sally Soliz	Parent
Mrs. Pamela Gonzalez	Pre-Kindergarten
Mrs. Raquel Ross	Special Education
Mrs. Linda Wilson	Kindergarten
Mrs. Alicia Rivadeneyra	Kindergarten
Miss. Marissa Saenz	1st Grade
Ms. Anna Buentello	1st Grade
Mrs. Michelle Jones	2nd Grade
Mrs. Katherine Munoz	2nd Grade
Ms. Veronica Villarreal	3rd Grade
Mrs. Maria Garza-Moscot	3rd Grade
Mrs. Estella Garza	3rd Grade/ Reading Interventionist
Mr. Felix Munoz	Physical Education/Health

CPOC Meetings* for 2015-16			
#	Date	Time	Location
1	August 25, 2015	10:30 - 4:00	Palito Blanco Elementary
2	August 26, 2015	3:30 p.m.	Palito Blanco Elementary
3	December 3, 2015	Grade Level Meetings	Palito Blanco Elementary
4	February 11, 2016	Grade Level Meetings	Palito Blanco Elementary
5	May 27, 2016	Grade Level Meetings	Palito Blanco Elementary

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Met Standard or Advanced	For 2015-16, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Advanced Performance	For 2015-16, the percent of students reaching STAAR Advanced Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2015-16, the percent of parents and community members attending VIPs meetings will increase by 15%.	At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2015-16, discipline referrals for drugs, alcohol, and tobacco will be maintained at 100 %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2015-16, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.	Implement and monitor the school-wide safety and security plan.
	6) Special Education	For 2015-16, the percent of students meeting ARD expectations will be at or above 100%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-A and STAAR-Alt test will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
	7) Highly Qualified Teacher	For 2015-16, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2015-16, the dropout rate will be 2% or less with no student group exceeding 2%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2014-15 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2015-16 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 92%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2015-16, the percent of students who graduate with RHSP will be at or above 80%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2015-16, the percent of students who have completed at least one advanced course will be at or above 8%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2015-16, the percent of students who take an AP exam will be at or above 1%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2015-16, the percent of graduates who take SAT/ACT exams will be at or above 50%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2015-16, the percent of LEP CTE students passing STAAR will be at or above (percent of LEP passing STAAR) 80%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
X	7. Transition from early childhood programs – Elementary school collaborates with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via websites and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

**Palito Blanco Elementary School
Ben Bolt-Palito Blanco Independent School District
Staff Development Plans
2015-16**

Date	Audience	Responsible for Planning	Purpose/Content
August 14	New Staff	District and Campus Administrative Staff	Orientation
August 14	New Teachers	District and Campus Administrative Staff	PDAS Training
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	Google in the Classroom
August 18	**Elementary and Secondary Campus	Education Service Center Region 2	Edspiration Workshop
August 19	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Substitute Teachers	District and Campus Administrative Staff	Substitute Training
August 20	Elementary and Secondary Campus	District and Campus Administrative Staff	“Take Off Training”
August 20	Elementary and Secondary Campus	District and Campus Administrative Staff	6 hour G/T hours
August 21	Teachers	Campus Administrative Staff	Teacher Planning/Workshop
November 23	Elementary and Secondary Campus	Campus Administrative Staff	
January 18	Elementary and Secondary Campus	Elementary Curriculum Staff	
February 15	Elementary and Secondary Campus	Campus Administrative Staff	
June 4	Elementary and Secondary Campus	Campus Administrative Staff	

** The following dates have been identified as inclement weather days: March 25, 2016; March 28, 2016.
These dates MAY NOT BE USED AS CAMPUS TIME EQUIVALENCY.

** A campus may choose a maximum of two Campus Time Equivalency days.
No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.