Medina Valley ISD Trustees Board of

Medina Valley ISD Board of Trustees
Regular Meeting
{{Date }} at 6:30 PM
Office, 8449 FM 471 S, Castroville, TX 78009

Notice is hereby given that on **November 17, 2016** the **Board of Trustees of the Medina Valley Independent School District** will hold a **Regular Board Meeting at 6:30 PM at {{Location: Meeting Location.}}** The subjects to be discussed are listed on the agenda which is attached to and made part of this notice.

Members of the public who desire to address the Board during Public Comments will need to sign up to speak prior to the start of the meeting by providing their name, and the topic they wish to address to the Board on the sign in sheet provided. At Regular Board Meetings the Board of Trustees shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. All public comments are limited to 5 minutes.

If it is determined that during the meeting an item on the agenda that can be legally discussed in closed session be removed from the open session and discussed in closed session, the board may elect to discuss such agenda item in closed session in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before convening into Closed Meeting the Presiding Officer will announce the time and identify the section or sections of this chapter under which the closed meeting is held. All final votes, actions, or decisions shall be taken in open meeting. The Presiding Officer will announce the date and time for the end of the Closed Meeting before resuming the Open Meeting.

If you have a disability, please advise the school district about special arrangements that may allow you to fully participate in this meeting by calling Medina Valley ISD at 830-931-2243.

For Medina Valley ISD Board of Trustees:

Emily Lorenz, Superintendent of Schools

Medina Valley ISD
Regular
November 17, 2016

I. **Public Hearing concerning the Financial Integrity Rating System of Texas (F.I.R.S.T.) - 6:30pm**

A Discussion Concerning the Financial Integrity Rating System of Texas (F.I.R.S.T.)- Paul Holzhaus

B Public comments regarding FIRST report.

II. **First Order of Business**

A Establish a Quorum

B Pledge of Allegiance to the Flag followed by a moment of silence

III. **Announcements/Communications/Presentations**
The Medina Valley Board of Trustees will, during the Meeting, close the Meeting and hold a Closed Session pursuant to and in accordance with Chapter 551 of The Texas Open Meetings Act. The Board of Trustees may at any time during the Meeting, close the Meeting and hold a Closed Session concerning any of the matters to be considered during the Meeting pursuant to Chapter 551 of the Texas Open Meetings Act.

A Medina Valley ISD KENS-5 ExCEL Award Teacher of the Year Finalist- Valeria Hardt, Castroville Elementary

B Medina Valley ISD KENS-5 ExCEL Award Teacher of the Year Finalist - Lynli Jones, Castroville Elementary

C Medina Valley ISD KENS-5 ExCEL Award Teacher of the Year Finalist - Mary Black, Potranco Elementary

D Medina Valley ISD KENS-5 ExCEL Award Teacher of the Year Finalist - Leslie Galvan, Potranco Elementary

IV. Hear from Patrons and/or Staff

V. **Discussion and Possible Action Items**

A **Consent Agenda Items**

1 Minutes of Board Meetings - Regular Meeting 10-17-16 & Policy Workshop 11-1-16

2 Ratification of Bills

3 Donations

4 Out of State Trips

B Audit Report for Financial Year 2015-2016

C Audit Contract for Financial Year 2016-2017

D District and Campus Improvement Plans 2016-2017 5

E Financial Information

F Budget Amendment(s)

VI. **Closed Session**
No decisions are made by the Board during Closed Session

A **Consider Personnel Matters (TX Govt. Code Section 551.074), (TX Govt. Code Section 551.0821)**

1 Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, and Dismissal of a Public Officer or Employee.

B Consider Purchase, Exchange, and/or Value of Real Property (TX Govt. Code Section 551.072)

C Considering the discipline of a public school child, or complaint or charge against personnel (TX Govt. Code Section 551.082)

VII. Action as Appropriate from Closed Session

VIII. Adjournment

2016-17 District Improvement Plan

Medina Valley Independent School District

District Profile

The staff at Medina Valley Independent School District include 262 teachers, 46 paraprofessionals, and 19 administrators. The student population is 35.86% White, 3.71% African American, 57.37% Hispanic, .34% Asian, and .45% Native American. Additionally, the campus serves 50.77% economically disadvantaged students, 10.11% special education students, and 5.14% Limited English Proficient students. Attendance rates include 3.54% African American, 57.17% Hispanic, 36.18% White, and 51.64% economically disadvantaged. The most current data indicate the campus has a estimated 16.58% mobility rate.

Medina Valley ISD (MVISD) was formed in 1959 by the consolidation of the schools in Castroville and LaCoste. The boundaries of MVISD extend north to the Medina Lake area, south to Lytle and Natalia, west toward Hondo, and east to San Antonio. The communities that MVISD encompasses are Castroville, LaCoste, Medina Lake, Mico, Rio Medina, a portion of Dunlay, and a portion of the far Westside of San Antonio. MVISD is composed of 5 campuses over 296 square miles with 286 in Medina County and 10 in Bexar County. The school district is the largest employer in Medina County and services over 4,000 students. Districts and charters are eligible to receive a distinction designation for post-secondary readiness. Post-secondary readiness is the only distinction at the district level. MVISD is one of the twenty-six school districts in the state of Texas to have earned the distinction for Post Secondary Readiness. The district's initiatives for this year will focus on writing, enriching the staff development opportunities, etc. Our services offered range from serving the needs of our students and their families via our student services, special programs, gifted and talented, athletics, fine arts, Family/Parental Involvement, counseling, etc. Within our extra-curricular departments we are proud to say that we have achieved championships in most sports within our district and region. In some sports we have advanced to the state playoffs. Within our fine arts department we have also achieved sweepstakes in different venues of performance. Academically we are closing the gap within our different demographic and socio-economic groups. In addition, districts and charters are eligible to receive a distinction designation for post-secondary readiness. Post-secondary readiness is the only distinction at the district level. Twenty-six school districts and charters earned this distinction for 2015.

Mission, Vision, and Core Belief Statement

MISSION
Medina Valley Independent School District will provide its students with an educational environment designed to inspire excellence, promote creative thought, achieve maximum potential, and instill responsible behavior and attitudes.

VISION

The MVISD 2020 Vision:
The MVISD Graduate will be prepared to be a well-rounded, lifelong learner who is motivated to contribute and thrive in the great American society.

MVISD Vision Statement: Partnering with our community to:
- Promote educational excellence and equity,
- Prepare lifelong learners for a global society,
- Practice the MVISD Core Beliefs.

Living Our Vision!

CORE BELIEF STATEMENTS

Medina Valley ISD, in partnership with the Medina Valley Community, believes that:

- Education and student success are the shared responsibility of the home, school, and community.
- All students and staff are entitled to an emotionally and physically safe environment.
- Access to and responsible use of current technology is essential.
- Students with pride and respect for the school have a greater commitment to achieving their highest potential.
- All students are responsible for their choices, actions, and learning.
- All decisions will be based on students' needs with their best interest in mind.
- All students have the ability to learn.
- All students will receive a challenging, balanced, and well-rounded education.
- The diversity of our students fosters experiences that teach them to value and respect the differences of others.
- All students will be encouraged and challenged to be self-directed critical thinkers and life-long learners.
- A quality education addresses all students' academic, social, and emotional needs.
- All electives and extracurricular activities enhance academic skills and are critical to a well-rounded education.

.

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 1: **MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.**

Campus Performance Objective:

Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.
Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Obj. 1: Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.1.1 Universal Syllabi are used to plan instruction (Target Group: All)	ii.	Asst. Principal(s) Department Heads Teacher(s)	(F)Title II, Part A TPTR (L)Local Funds	Quarterly	Formative-Walkthrough Data Formative Assessments AWARE Reports TEKS Resource System Reports	
2	1.1.2 Universal 9 weeks or semester assessments are administered (Target Group: All)	ii.	Asst. Principal(s) Department Heads Teacher(s)	(L)Local Funds	Quarterly	Summative - Evaluations conducted at end of each grading period	

3	1.1.3 Common Assessments. Using a common Year at a Glance document as a guide, administer short, teacher-developed common assessments in all subjects for grades 2-12. Teachers will develop a blueprint for each nine weeks TEKS to determine specificity of common assessments' standards. Analyze data to adjust instruction. (Target Group: All)	ii.	Asst., Principal(s) Academic Coordinator(s) Department Heads Teacher(s)	(L)Local Funds (F)Title I	3 week intervals	Formative - AWARE Reports Grade Book Reports	
4	1.1.4 The Bilingual Program will be clearly defined and fully implemented with support from the Curriculum Director. • District qualifications for the program requires a parental consent, Bilingual certified teacher at each grade level. • Early exit transitional model. • LPAC committee will monitor student progress each year. • Yearly LPAC training provided by District Curriculum Director. • Differentiated instruction documented on lesson plans • Teachers will include ELPS documentation and strategies • Instructional materials and supplies with linguistic accommodations will be provided as appropriate. (Target Group: LEP)	i. ii.	Academic Coordinator(s), Curriculum Director, Principal(s), Teacher(s)	(F) Title I (F) Title III, Part A LEP	End of each Semester	OLPT state assessments Benchmarks Common Assessments	
5	1.1.5 MVISD will implement Science notebooks to enhance Science knowledge and vocabulary grades K-5 and provide Science camps.	i. ii.	Academic Coordinator Principal(s) Teachers(s)	(L) Local Funds	Quarterly	state assessments	
6	1.1.6 MVISD will implement a systematic approach to writing instruction K-12 using Writer's Workshop, Writer's notebooks, and Assessment folders. C.L.A.W. Creating Lifelong Authentic Writers Ongoing staff development will be provided by Writing Task Force.	ii. v.	Asst. Superintendent(s) Principal(s), Curriculum Director	(F) Federal Funds, Title II TPTR	Quarterly	C.L.A.W. Guide Walkthrough reports Trail of Breadcrumbs	

Obj. 2: Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.

1	1.2.1 Provide state credit for practical writing intervention and remediation classes for 10th-12th grades (Target Group: All)	i. ii. v.	Asst. Principal(s) Teacher(s)	(L)Local Funds (S) State Compensatory	Quarterly	AWARE, Skyward, and Grade Book Reports	
2	1.2.2 Campus leadership will schedule collaborative planning and implementation opportunities for staff (Target Group: All)	vii.	Asst. Principal(s) Teacher(s)	(L)Local Funds	Weekly	Professional Development and collaborative Wednesday Agendas	
3	1.2.3 F.I.T. Goals Focused Instructional Target subject areas. Using the following strategies: Data Work to Identify Strengths and Weaknesses Use YAGs and Released Tests Focused Lesson Plans Common Assessments Intervention Plan Walkthroughs/Data Lead4Ward data modules in eduphoria Aware	i. ii. v.	Asst. Superintendent, Principals, Asst. Principals, Academic Coordinator, Curriculum Director	(L)Local Funds (S) State Compensatory	Weekly	Common Assessment data, state assessment data, F.I.T. Walkthrough observation notes	

Obj. 3: Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.

1	1.3.1 Peer Assisted Learning Program to provide intervention for middle school and high school students. (Target Group: All, Sp. Ed, At Risk)	vii.	Assistant Principal(s) Teacher(s)	(L)Local Funds	Quarterly	Attendance/State Assessment Reports Collaborative Wednesday Logs	
2	1.3.2 MVISD will implement effective research based reading/writing methodologies for all students PreK-12 including Special Education and ELLs in the following subjects:reading, mathematics, writing, science, and social studies such as: *American Reading Company (ARC) *Houghton Mifflin Journeys Core Reading (English and Spanish) *Four Blocks Balanced Literacy *Self selected reading *Required Word wall daily activities *Renaissance Accelerated Reading Program *Reading Basal, Scope and Sequence developed trainings at the campus level (Journeys) *Regularly schedule vertical collaborative team buildings *Reading Counts *Read to Succeed motivational program to encourage reading *Social Studies - Nystrom Curriculum *CLAW *Studies Weekly *Read180 *System 44	i. v.	Academic Coordinator Principal(s) Reading Specialist Teacher(s)	(F)IDEA Sp Ed (F)Title I (L)Local (S)Instructional Materials Allotment (S)State Compensatory	Every 3 Weeks	Summative - Progress Reports Report Cards System Safeguards reports	
3	1.3.3 MVISD will implement effective research based practices in Reading and Math intervention by estabilishing Reading and Math Academies for students in 6th - 8th. Use intervention software, books, and supplemental materials, Writing Academy- 8th, Dyslexia Academies and ESL Academies.	i. ii. v.	Principal(s) Academic Coordinator Math/ELA Teachers Reading Specialist	(S)State Compensatory	Once a Year End of Year	state assessment results	
4	1.3.4 MVISD will establish a Reading Specialist at the various campuses to provide intervention for students reading below grade level.	ii. iv.	Vice Prinicpal Academic Coordinator ELA teachers Reading Specialist	(S) State Compensatory (F) Title I	Quarterly	state assessment results TMSFA Results IStation Scores	

Obj. 4: Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.

1	1.4.1 MVISD will provide a comprehensive curriculum and instructional program *ELL Support will be provided through supplemental instructional materials in English and Spanish to include computer assisted instructional programs aligned to TEKS and STAAR *Culturally diverse and high interest reading materials for diverse student populations will be provided by library asst and staff, Prek/Headstart support through teacher, aide and Headstart guidelines	i. ii. v.	Academic Coordinator, Curriculum Director Principal(s) Teacher(s) PreK Asst Library Asst	(F) Title I (F) Title III, Part A LEP (L)Local Funds (S) State Compensatory	Every 9 Weeks/Quarterly	Summative - state assessment Student Surveys	
2	1.4.2 Increase the number of general education events and classes Sp. Ed. students participate in. (Target Group: Sp. Ed.)	i. ii.	Assistant Principal(s) Counselor(s) Sp. Ed. Teachers Teacher(s)	(F) IDEA Sp. Ed. (S) State Compensatory	Quarterly	Master Schedule Attendance Logs	
3	1.4.3 Teachers will analyze various strategies to increase rigor and relevance in daily instruction. Elements of Fundamental 5 will be implemented by all teachers in daily instruction. Fundamental 5 books will be provided to all new teachers. First Year Teacher Academy books will be provided to all novice teachers. (Target Group: All)	v.	Academic Coordinator(s) Principal(s), Instructional Coordinator, Reading Specialist Sp Ed Teachers Teacher(s)	(F)IDEA Sp Ed (F)Title I (F) Title II A Principal & Teacher Improvement (F) Title III, Part A LEP (L)Local districts	Weekly	state assessment Benchmarks Common Assessments STAR iSTATION Think Through Math WalkThroughs Teacher Developed Assessment	

Obj. 5: Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.

1	1.5.1 Improve Response to Intervention Process (RTI) (Target Group: Sp ED, At Risk, ELL)	i. ii.	Assistant Principal(s) Counselor(s) Sp Ed Teachers Teacher(s)	(F) IDEA Sp Ed (S) State Compensatory	2 Weeks/Monthly	Teacher Observations Home Language Surveys Personal Record Cumulative Files Student Progress Reports Intervention Notes PGPs	

2	1.5.2 A comprehensive continuum of Special Education Services will include: • Houghton Mifflin • Reading • EnVision/Saxon Math Programs • Materials associated with documented accommodations • More inclusion/collaboration with Sp. Ed. • Read180 • ARC American Reading Company (Target Group: Sp. Ed)	iii. v.	Academic Coordinator/ Vice Principals Principal(s) Sp Ed Teachers Sp Ed Directors	(F)IDEA Sp Ed (F)Title I (L)Local District (S) State Compensatory	Weekly	state assessment Common Assessments Benchmarks Teacher Developed Tests TEA System Safeguards	
3	1.5.3 The Bilingual program will be clearly defined and fully implemented with support from the Curriculum Director *Early exit transitional model *Specific program design options *Staff development provided by Curriculum Director *Bilingual services commitment with ESC 20 for staff development *Ensure that Bilingual Materials are available as needed for all subjects, *Need Balanced (side by side) resources for Bilingual *Yearly LPAC training provided by Curriculum Director	i. ii.	Academic Coordinator/Vice Principals Curriculum Director, Principal(S)	(F)Title III, Part A LEP (L)Local Funds (S) HS Allotment (S) State Compensatory	Semester	state assessment: STAAR and TELPAS OLPT LPAC documentation	
4	1.5.4 MVISD will provide instructional support to meet the intervention and enrichment needs of students through: *American Reading Company (ARC) *resource *ALE *PPCD *GT *Special Education *RTI *Bilingual *Multi-sensory lab *Reflex Math *Read 180 *IStation Think-through Math *Education Galaxy	i.	Academic Coordinator/Vice Principals Director of Sp Ed Principal(s), Student Success Specialist Sp Ed Teachers District Librarian Library Asst PreK Asst PreK/Headstart Teachers	(L)Local Funds (S) State Compensatory	Daily	Summative-RTI Tier I,II,III Meeting Documentation TELPAS STAR Enterprise ARC/SchoolPace data	

5	1.5.5 Secondary Student teacher ratio at or below 15:1 and Elementary student teacher ratio at or below 10 or less for intervention programs with 50% or more at-risk populations (Target Group: At-Risk)	vi.	Asst. Principal(s), Academic Coordinator(s), Counselors	(L)Local Funds (S) State Compensatory	Quarterly	Master Schedule Skyward Reports	
6	1.5.6 Ensure needs of homeless students are addressed by implementing the following resource and/or activity: *District Homeless & Foster Care Liaison *Liaison will actively monitor all SRQs received to properly identify possible McK-V students for services *McK-V students' grades, discipline, and attendance will be monitored periodically by the liaison that will advocate and collaborate with campus teachers and counselors to identify resources and/or intervention available for student success *Reserve funding in order to provide resources such as: clothing, transportation, food, school supplies, hygiene items, and other allowable expenses to homeless students (Target Group: At-Risk)	i	District Homeless & Foster Care Liaison, Social Workers, McKinney-Vento Campus Designee	(F) Title I (L) Local	2016-2017 SY	Student Residency Questionnaires, Special Populations Spreadsheet, Confidential student files stored in Federal Programs Office, Services Rendered Log Sheet	
7	1.5.7 Ensure needs of foster students are addressed by implementing the following resource and/or activity: *District Homeless & Foster Care Liaison position *Liaison will actively monitor all documentation to properly identify student *Monitor students periodically throughout the year and collaborate with each campus designee, counselor, and foster parent to ensure that students are taking advantage of services available throughout the year (Target Group: At-Risk)	i	District Homeless & Foster Care Liaison, Foster Campus Designee, Campus Counselors,	(L) Local	2016-2017 SY	Student Residency Questionnaires, Special Populations Spreadsheet, Confidential student files stored in Federal Programs Office	

8	1.5.8 Gifted and Talented Services: • All teachers will complete the 30 hours for G/T certification. • All teachers will complete the 6 hour annual update. • G/T Students will be cluster grouped in classrooms and will receive differentiated instruction within the classroom. • G/T Students will attend an enrichment program at least once a week. • Services for G/T students will be reviewed and updated. (Target Group: G/T)	I iv	GT Coordinator, Academic Coordinator, Counselor(s), Principal, teacher(s)	(F) Title I (L) Local (S) State	August 2016-2017	Documentation of G/T certification 6 hours annual update Documentation of differentiated instruction on Lesson Plans	
9	1.5.9 Vision 2020 will be communicated to all students, parents, and community. Fifth graders will work with the Vision 2020 by researching college and career opportunities and setting goals based on their interests. Post High School careers will be enhanced as students visit the Post Office, Fire Department, Medina Valley Rehabilitation Center and participate in presentations by the school nurse. On Wednesday's students, will wear their favorite college shirt. (Target Group: All)	v	Counselor(s), Principal, School Nurse, Teacher(s)	(F) Title I (L) Local Funds	September 2016- June 2017	Goals and presentation from research	

Obj. 6: Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

1	1.6.1 Update Graduation Plans to include Achieve Texas Criteria	ii.	Counselor(s)	(L)Local Funds (S) State Compensatory	Fall 2016	Course Description HB Course Request Sheets	
2	1.6.2 Update Graduation Plans including endorsements required under House Bill 5 for implementation in the year 2015-2016 Include Achieve Texas criteria (Targer Group: All)	ii. vi.	Counselor(s)	(L)Local Funds	Semester	Course Description HB Course Request Sheets Senior Contracts 9th Grade Grauduation Plans PGP Updates	
3	1.6.3 Update Graduation Class Master Spreadsheet for Completion Rates, etc. (Target Group: All)	ii.	Assistant Principal(s) Counselor(s) Truancy Officer	(L)Local Funds	Quarterly	Master No-Show Spreadsheet Senior Plan Sheets	

4	1.6.4 MVISD will establish, support and promote advanced course offerings and programs *Dual Credit *Advanced Placement *College Prep activities in classrooms *Increased college investigation *MAP, Math Accelerated Program (Target Group: All)	ii. v.	Asst. Superintendent(s) Principal(s)	(L)Local Funds	Quarterly	Higher Education Appraisal Reports MAP Program results Course Rosters Guidance Activities	

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 2:

MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:

Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Obj. 1: Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	2.1.1 Pep Rallies/Award Ceremonies and Celebrations in which community members are invited. (Target Group: All)	iii. vi.	Asst. Principal(s) Principal(s) Sponsor(s)	(L)Local Funds	2016-2017 SY	Public Notices Event Calendars	
2	2.1.2 MVISD will establish a Spring Elementary Field Day Competition. (Target Group: All)	iii.	Athletic Director PE Coaches Principal(s)	(L) Local Funds	2016-2017 SY	Event Calendars Review number of participants	
3	2.1.3 MVISD will plan and host MVISD UIL Academic Contest. (Target Group: All)	vi. iii.	Academic Coordinator(s) Principal(s) UIL Coordinator	(L) Local Funds	2016-2017 SY	Event Calendar Review number of participants.	

4	2.1.4 Continue the annual DWAC/CPOC Needs Assessment to survey parents, staff, students	vi vii	Academic Coordinator(s) Curriculum Director Principal	(F) Title I (L) Local Funds	2016-2017 SY	Summative Surveys	
5	2.1.5 Provide opportunities for campus based character education.	i iii	Counselor(s) Principal(s) Teacher(s)	(L) Local Funds	2016-2017	Service Project Request Logs	
6	2.1.6 Provide opportunities for student clubs/organizations.	i iii	Counselor(s) Principal(s) Sponsors	(F) Title II - TCHR/TRNG (L) Local funds (S) Instructional Materials Allotment	2016-2017	Participation Attendance Logs	

Obj. 2: Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.

1	2.2.1 Promote avenues for effective communication with parents. Communication tools include: • Student/Parent Conferences • News letters, PTO Meetings • Student Agendas (Target Group: All)	ii iii vi viii	Academic Coordinator(s), Principal, teacher(s)	(L)Local Funds (F)Title I	2016-2017 SY	Parent Involvement Policy Documentation sent to parents Climate Surveys	
2	2.2.2 Provide interpretive services and translated materials (Target Group: All, H)	vi.	Principal(s) Curriculum Department	(L)Local Funds	2016-2017 SY	Review of all district utilized documents	
3	2.2.3 Provide resources devoted to facilitate communication with parents. *Skyward *email *Safe Schools Helpline *Parent Conferences *Campus Websites						

Obj. 3: Objective 3. MVISD will provide a variety of community service opportunities for students.

1	2.3.1 MVISD will plan and schedule events which include parents in the education of their children in an effort to foster Panther Pride, *Parent/Student Orientation *Parent Conferences (1st and 3rd Nine Weeks) *PTO Meetings (Annual Parent/Teacher Meet and Greet) *Parent Training *Public School Week *Family Picnic *Spring Fun Festival *Christmas Program *Talent Show *Food Drive *After School Activities for students (Math, Science, Reading, Robotics)	vi. vii.	Academic Coordinator Family Involvement Specialist Principal(s) Teacher(s)	(F)Title I (L)Local Funds	2016-2017 SY	Calendar of Events will be kept and analyzed to determine success rate of events	
2	2.3.2 Relay for Life (Target Group: All)	vi.	Sponsor(s)	(L) Local Funds	2016-2017 SY	Attendance sponsor Reports	
3	2.3.3 Military - Emergency Responder Day (Target Group: All)	vi.	(Sponsor(s)	(L) Local Funds	Spring 2017	Attendance sponsor Reports	
4	2.3.4 Canned Food Drive (Target Group: All)	vi.	Sponsor(s)	(L) Local Funds	2016-2017 SY	volunteer logs	
5	2.3.5 Angels and Elves Donate to needy students in the community (Target Group: All)	vi.	Sponsor(s)	(L) Local Funds	2016-2017 SY	volunteer logs	
6	2.3.6 Christmas Program (Target Group:All)	vi.	Fine Arts teachers, Principals, Asst. Principals	(L) Local Funds	2016-2017 SY	programs, rehearsal logs	
7	2.3.7 Update District Website (Target Group:All)	vi.	Technology staff, Teacher(s), Administrator(s)	(L) Local Funds	2016-2017 SY	webpages	
8	2.3.8 Adopt-A-Highway Project (Target Group: All)	vi.	Sponsor(s)	(L)Local Funds	2016-2017 SY	Increased student volunteerism Attendance Sponsor Reports	

Obj. 4: Objective 4. MVISD will enhance and improve the Community Education Program.

1	2.4.1 Educational Support Programs for Parents *Parent Classes *Literacy Training for Parents *Communities in Schools	vi.	Parent Liaison Family Involvement Specialist Student Success Specialist	(L) Local Funds (S) State Compensatory (F) Title I	2016-2017SY	parent education logs, volunteer logs	
2	2.4.2 Partnerships with Community and Businesses	vi.	Asst. Sup. HR/PR Federal Programs Dept Asst. Principal(s)	(L) Local Funds	2016-2017 SY	volunteer logs	
3	2.4.3 Develop community education workshops/classes	vi.	Student Success Specialist	(L) Local Funds	2016-2017 SY	attendance logs, flyers, surveys	

Obj. 5: Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

1	2.5.1 Partnerships with community and business members will be continued and be enhanced: *Participation in District and campus planning activities *Grants and events *Guest Presenters *Chamber of Commerce and Community Organizations *Community and Business Student Incentives *UT Health Science Center Partnership *Angels and Elves *PTO Partnership to continue enhancing library materials	vi.	Academic Coordinator Counselor(s) Principal(s) PTO Teacher(s)	(F)Title I (L)Local Funds	2016-2017 SY	Available list of campus Partners	
2	2.5.2 Promote community and business participation in clubs, advisory boards, organization and events. Acknowledge partners and volunteers with certificates. (Target Group: All)	vi.	Asst. Principal(s) Principal(s) Sponsor(s)	(L)Local Funds	2016-2017 SY	Participation Attendance logs	
3	2.5.3 Community Speakers. (Target Group: All)	vi.	Asst. Principal(s)	(L)Local Funds	2016-2017 SY	Sign-in Sheets Dept Chair Reports Guest Speaker Approval Forms	
4	2.5.8 MVISD will look into purchasing parental involvement materials and supplies to be used for parent training on state assessment, grading policies, and Title I meetings. Funding for parents to attend conferences and trainings will be available.	vi.	Academic Coordinator Family Involvement Specialist Principal(s) Teacher(s)	(F)Title I (L)Local Funds	2016-2017 SY	Parent Surveys	

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 3: **MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.**

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Obj. 1: Objective 1. MVISD will continue to maintain and update all MVISD facilities.

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	3.1.1 Campus volunteers will attend a volunteer training with background check approval. All volunteers and visitors will have their valid state/government issues ID scanned with the Raptor technology system and print out a picture visitor badge. (Target Group: All)	vii	Counselor(s), Principal, Teacher(s)	(F)Title I (L) Local Funds	2016-2017 SY	Sign-in Sheets Retrieval of visitor badges Volunteer Participation	
2	3.1.2 Will ensure ADA compliance of facilities. (Target Group: All)	vii	Assistant Superintendent(s), Facilities, Principal	(L)Local Funds	2016-2017 SY	Status of ADA Plan and Safety Plan	

3	3.1.3 All required structures and facility codes will be monitored and addressed as needed; such as but not limited to making sure the gymnasiums are air conditioned; tripping hazards such as projectors are mounted. (Target Group: All)	vii	Assistant Superintendent(s), Director of Facilties, Principal	(L)Local Funds	2016-2017 SY	Status of Code Compliance Safety Audit	
4	3.1.4 Continue to evaluate/monitor playground safety and upgrading equipment.	vii	Asst. Supt, Facilities Director, Campus Principals	(L) Local	2016-2017 SY	Purchase Receipts Planning meetings Plans Periodic Evaluations	

Obj. 2: Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.

1	3.2.1 Budget parameters and staff ratios will be developed through unified planning process which will involve the leadership team. (Target Group: All)	i	Assistant Superintendent(s), Principal	(L)Local Funds	2016-2017 SY	Master Schedule Enrollment review Student/teacher ratio	

Obj. 3: Objective 3. MVISD will implement and update security measures and equipment on all campuses.

1	3.3.1 Implement the Crisis Management Plan and ensure all staff has been trained. (Target Group: All)	vii.	Assistant Superintendent(s), Principal	(L)Local Funds	August 2016	A debrief of all fire drills, site evacuation drills, bad weather drills and lock-down drills will occur after each drill. Sign-in sheets, agendas (PD360)	
2	3.3.2 Scheduled drills will be held: *lockdown, *evacuations, *bad weather (Target Group: All)	vii.	Assistant Superintendent(s), Principal	(L)Local Funds	2016-2017 SY	Review drill documentation at the end of school year.	

3	3.3.3 All volunteers will have/pass a criminal background check and display a visitors tag. (Target Group: All)	vii.	Assistant Superintendent(s), Principal	(L)Local Funds	2016-2017 SY	Review list of background check of volunteers monthly	
4	3.3.4 The district will continue to implement the Be Safe Hot-Line and other information gathering resources.	vii	Principal, Superintendent(s)	(L)Local Funds	2016-2017 SY	Review usage at the end of School Year	
5	3.3.5 The district will continue the memorandum of understanding with the Medina County Sheriff's Department to secure the services of one school resource officer shared between the high school and middle school (Target Group:All)	vii	SRO Officer, Superintendent(s)	(L)Local Funds	2016-2017 SY	Formative - Administrative Assessment	
6	3.3.6 Surveillance equipment and other security measures will be used to secure the school facilities including buses (Target Group: All)	vii	Assistant Principal(s)	(L)Local Funds	2016-2017 SY	Formative - Referral Data from administrators and SRO	

Obj. 4: Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

1	3.4.1 Monitor student enrollment and projected growth. (Target Group: All)	i	Assistant Superintendent(s), Principal	(L)Local Funds	2016-2017 SY	Review the 22/1 student-teacher ratio monthly.	

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 4: **MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.**

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions.
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core competencies among instructional staff.
(The Goal and Objectives are part of the required Recruitment and Retention Plan under Highly Qualified)

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Obj. 1: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions.

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	4.1.1 Interview committee shall consist of administration/grade level or team teacher (Target Group: All)	iv.	Director of HR, Principals, Dept. Heads/Grade level Chairs	(L)Local Funds	2016-2017 SY	Staffing rosters, Hiring Chart, interview notes	
2	4.1.2 MVISD Will continue to plan for employee recognition such as ExCEL Teacher of the Year.	iv. vi.	Principals	(L)Local Funds	2016-2017 SY	Teacher of the Year awards and documentation	
3	4.1.3 MVISD will recruit highly qualified staff and all campuses will be represented and participate in district recruiting efforts at Job Fairs.	iv.	Director of HR, Principals	(L)Local Funds	2016-2017 SY	Job fair schedules	

Obj. 2: Objective 2. MVISD will provide staff development and documentation in all required areas.

1	4.2.1 Staff Development in • "Capturing Kids' Heart's" - Elementary and Middle School • (Writing) ABYDOS Training • Daily 5 • TEKS Implementation • Edivate PD360-continue online/technology based training • Bilingual/ESL Training such as SAABE, TABE, ESC 20 Commitment • Staff Development for Career and Technology Education • SIOP-Sheltered instruction observation protocol • Lead4ward • T-TESS • SLO's • ARC Training • Google Classroom (Target Group: All)	v. Abydos - ii, v Daily 5 - v, ii TEKS implementation - v, ii PD360 - iv, viii SIOP - i, v Bilingual - i, v, iv CTE - v, ii	Principal(s) Teacher(s)	(F)IDEA Sp. Ed. (F)Title II A, TPTR (F) Title III, 263 (S) Carl Perkins (S)HS Allotment (L)Local Funds	Summer 2016 2016-2017	Attendance Certificates	
2	4.2.2 MVISD will hire substitutes as needed to allow for specialized training for the growing diverse student population and allow teachers to attend professional development. • --staff incentives for attendance	v. vii.	Director of HR, Principal(s)	(F)Title II A TPTR (L)Local Funds	2016-2017 SY	state assessment data Intervention Curriculum and supplies Training documentation	
3	4.2.3 MVISD will provide substitutes for teachers to attend parent involvement conferences and trainings.	vi.	Director of HR, Principal(s)	(F)Title I (L)Local Funds	2016-2017 SY	Summative	
4	4.2.4 Required staff development topics will be presented and documented using Edivate PD360, including: • --Religious Neutrality • --Sexual Harassment • --Child abuse and neglect • --Drug Free workplace • --Chapter 37 • --Employee Handbook • --FERPA • --Blood Borne pathogens • --Fundamental Five	v.	Director of HR Principal(s)	(L)Local Funds	Fall 2016	Campus Programs Evaluations specific to each program (impact and recommendations)	

5	4.2.5 MVISD will conduct evaluations of the following programs: • Title I, A--At-Risk • Parental Involvement • Title I, C--Migrant • Title II, A--Teacher Training and Recruitment • Title III, A--Limited English • State Compensatory (Target Group: All)	i. ii.	Director of Federal Programs Principal(s)	(L)Local Funds (S) State Compensatory (F) Title IIA Principal and Teacher Improvement	Spring 2017	Campus Programs Evaluations specific to each program (Impact and recommendations)	
6	4.2.6 Staff development will be planned,implemented, and monitored to develop the following core competencies. Effective strategies for multi-cultural and non-traditional students: • --ESL methodologies across the curriculum • --30 hours of G/T training and updates for all teachers • --RTI (Intervention) process and strategies including the 3 tiered process • --Instructional Materials Implementation • --Differentiation • --Special Education Training	v.	Curriculum Director Principal Reading Specialist GT Coordinator Special Education Director	(F)Title II, A Principal and Teacher Improvement, (F) Title III, A (L)Local (S) State Compensatory	2016-2017 SY	Agendas will be developed and filed to be used at the end of year Comprehensive Needs Assessment	
7	4.2.7. Continue Mentor Program for new teachers • --provide focused support and instructional coaching to new teachers • --Grade Level Mentor • --Retired Teacher Mentor • --Grade Level Chair assistance • --use Edivate PD360 group for collaboration • --first Year Teacher Academy	v. iii.	Asst. Superintendent, Principals, Academic Coordinators, Instructional Math Coordinator	(F)Title II, A Principal and Teacher Improvement, (F) Title III, A (L)Local	2016-2017 SY	Agendas, Mentors' notes and feedback, observational notes	

Obj. 3: Objective 3. MVISD will provide staff development in order to enhance core competencies among instructional staff.

1	4.3.1 Weekly meetings will be scheduled for departments to allow maximum collaboration. (Target Group: All)	vii.	Asst. Principal(s) Principal(s) Teacher(s)	(L)Local Funds	2016-2017 SY	Formative - Meeting Minutes TTESS	
2	4.3.2 Concepts from Foundation Trinity and Rigor, Relevance, and Pursuit of Happiness training (Lead Your School) to be implemented in instruction. Elements of Fundamental Five will be evident in • -Lesson planning • -Framing the Lesson • -PowerZone • -Frequent, Small-Group, Purposeful Talk • -Recognize and Reinforce • -Write Critically	v.	Asst. Principal(s) Principal(s) Teacher(s), Instructional Math Coordinator	(F)Title II A TPTR	2016-2017 SY	Lesson plans, walkthrough data	
3	4.3.3 Continue process for support of employees experiencing performance deficiencies.	iv.	Director of HR, Asst. Principal(s) Principal(s)	(L) Local Funds (F) Title II - TCHR/TRNG	2016-2017 SY	Record of meetings and intervention materials TTESS Certificates	

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 5: **MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.**

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendly and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Obj. 1: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 5.1.1 All teachers/professional staff will be assessed to determine competencies/ technological skills as identified by the district technology committee. Advanced technology training will be provided for staff based on knowledge, skills and abilities to ensure they can utilize skills in planning and implementing instructional activities. • Inservice training • Eduphoria • Skyward Gradebook • Attendance at Annual State Technology Conference • Evidate PD360 (Target Group:All)	iv viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals • Campus Technologists	(L)Local funds (F)Title II A TPTR (F) Title I	2016-2017 SY	• Attendance at technology training • Participation in annual State Technology Conference • District survey • Individualized Technology Improvement Plan	

2	5.1.2 Technology policies will be reviewed and recommendations made to the Technology Dept.	viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals	(L)Local funds (F)Title II A TPTR	2016-2017 SY	• Walk-throughs • Observations of teacher and student use of technology • Lesson plans	
3	5.1.3 Online and electronic resources including appropriate software and ancillary equipment will be available for staff and will be effectively utilized in instruction.	ii v vii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals	(S)Instructional Materials Allotment (L) Local funds (F) Title II A TPTR	2016-2017 SY	• Walk-throughs • Observations of teacher and student use of technology • Lesson plans	
4	5.1.4 Online and electronic resources including appropriate software and ancillary equipment will be utilized for teacher/student use as per district curriculum standards. (Target group: All)	v ii viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment Personnel • Principals • District Librarian • Library Asst • Teacher(s)	(S)Instructional Materials Allotment (L) Local funds (S)State Compensatory	2016-2017 SY	• Walk-throughs • Observations of teacher and student use of technology • Lesson plans	
5	5.1.5 Technological equipment will be updated and expanded to reach a 1:3 computer to student ratio district-wide to enable technology to be more readily integrated within academic areas and to address all student learning styles: • Computers-networked and online • Student to Computer ratio minimum of 1:3 • LCD Projectors (Target group: All)	I ii iii iv v viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals	(S)Instructional Materials Allotment (L) Local funds (F) Perkins	2016-2017 SY	• District Technology Audit • Purchase Orders	

6	5.1.6 A District plan for upkeep and upgrading of computers and ancillary equipment will be developed: • Replace outdated technology equipment including computers, projectors, and document cameras • Additional access and network capacity • Provide additional computers/ computer labs	vii viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals • superintendent	(S)Instructional Materials Allotment (L) Local funds (F) Perkins	2016-2017 SY	• District Technology Audit • Purchase Orders • Building Inspections	

Obj. 2: Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.

1	5.2.1 The district will make available technology training to parents by: • set an on-site training schedule	vi viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals	(S)Instructional Materials Allotment (L)Local funds	2016-2017 SY	-Review of course offerings and availability	
2	5.2.2 Online computer access and electronic resources will be available to parents and community members as appropriate: • Skyward • MVISD website • Teacher websites • Campus websites • Family Access • Safe Schools Helpline • Email • Community Education Resources (Higher Learning Center) • Automated attendance and emergency notification system (Target Group: All)	vi viii	• Director of Technology • Technology Designee • Curriculum, Instruction & Assessment personnel • Principals • Federal Programs Family Involvement Specialist	(F) Title II-TCHR/TRNG (S) HS Allotment (S)Instructional Materials Allotment (L) Local funds	2016-2017 SY	• District/Campus/Teacher webpages • Family Access	

Obj. 3: Objective 3. MVISD will improve and enhance the district webpage to be user friendly and updated weekly.

1	5.3.1 The District will maintain and update weekly a District website, with links to Campus and Teacher webpages and to District/Campus documents: • Website kept current (SchoolMessenger) • Student handbooks • Links to district/campus-based programs • Links to district/department/ teacher webpages • Emergency Messages (Skylert) • Student Grades (Skyward Family Access) • Parent and teacher training to view student performance and support two-way communication. (Target Group: All)	vi viii	• Director of Technology • Technology Designee • Principals/designee	(L)Local funds	2016-2017 SY	District/Campus/Teacher webpages	

2016-17 District Improvement Plan for Medina Valley Independent School District

District Goals 6 : **MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.**

Campus Performance Objective:
Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement reward systems to encourage positive behaviors and citizenship.

CNA Legend
- i. Demographics
- ii. Student Achievement
- iii. School Culture and Climate
- iv. Staff Quality, Recruitment and Retention
- v. Curriculum, Instruction, and Assessment
- vi. Family and Community Involvement
- vii. School Context and Organization
- viii. Technology

Resources Fiscal Legend
- (F) Federal - Title I, II, III, Perkins, IDEA B
- (S) State - Categorical
- (L) Local

Obj. 1: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	6.1.1 DAEP Leadership Academy (Target Group: All)	vii.	Asst. Principal(s) Principal(s) DAEP Teacher(s)	(L)Local Funds (S) State Compensatory	2016-2017 SY	Disciplinary Referrals	
2	6.1.2 Review/enforce Student Handbook and Student Code of Conduct in each classroom. (Target Group: All)	iii.	Asst. Principal(s) Teacher(s)	(L)Local Funds	August 2016	Referrals Observation Week 1 Presentation Calls	
3	6.1.3 Student Code of Conduct will be approved by the School Board, included in the Student Handbook, and distributed to all staff, student, and parents. (Target Group: All)	vii.	Principal(s) Teacher(s)	(L)Local Funds	August 2016-September 2017	Parent Signature Forms	

Obj. 2: Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.

1	6.2.1 Implement positive behavior incentives through character education programs/ticket rewards. (Target Group: All)	iii.	Asst. Principal(s) Teachers(s)	(L)Local Funds	2016-2017 SY	Discipline Incidents Audit Flex Year Early Out Program	
2	6.2.2 All teachers will use elements of or "Capturing Kids Hearts" training and will fully implement the program. Each class will develop a Social Contract that will be posted in the classroom. (Target Group: all)	iii.	Principal(s) Teacher(s)	(F)Title II A TPTR (L)Local Funds	May 2017	Capturing Kids Hearts Certificate of Completion	
3	6.2.3 MVISD will take proactive steps to prevent bullying: • Daily intercom announcements will feature the Character Network Program. • Daily words of Wisdom being announced over intercom. • ABC's of bullying will be implemented. • All aspects being reinforced through counseling and classroom lessons. (Target Group: All)	iii.	Academic Coordinator Counselor(s) Principal(s) Teacher(s) PreK Asst Library Asst. Social Worker(s)	(F)Title I (L)Local Funds	2016-2017 SY	Discipline committee evaluation of program Parent participation	
4	6.2.4 MVISD will support various campus attendance incentive programs.	ii	Academic Coordinator(s) Counselor(s) Principal(s) Reading Specialist(s) Special Ed. Teacher(s) Teacher(s)	(F) Title I (L) Local funds (S) State	2016-2017	Observance of number of students rewarded	

Obj. 3: Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.

1	6.3.1 All components of TEA counseling guidelines will be fully implemented on each campus including • classroom guidance • group counseling • individual counseling (Target Group: All)	iii.	Counselor(s), Principal(s)	(L)Local Funds	2016-2017 SY	End of Year Evaluation	
2	6.3.2 The social worker, upon referral from various intervention committee, agrees to conduct an assessment to determine need. (Target Group: All)	iii.	Counselor(s), Principal(s), Social Workers	(F)IDEA Special Education, (F)Title I (L)Local Funds (S) State Compensatory	2016-2017 SY	Assessment Review	

3	6.3.3 The state required comprehensive school health program will be implemented grades K-8	iii.	Principal(s), School Nurse(s)	(L)Local Funds	2016-2016 SY	Survey results will be reviewed and results will be shared with campuses	
4	6.3.4 Character Ed Programs will be clearly identified and implemented on all campuses. (Target Group: All)	iii.	Counselor(s), Principal(s)	(L)Local Funds	2015-2017 SY	Formative - PEIMS Student Surveys	

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the District Wide Advisory Committee (DWAC)	
Name of DWAC Member	**Position**
Megan Perry	Elected Member
Linsday Leal	Elected Member
Billie Jo Ricord	Elected Member
Audrey White	Elected Member
Carol Hagen	Elected Member
Michelle Wilson	Elected Member
Roxanne Melton	Elected Member
Kimberly Herrera	Elected Member
Kimberly Woerner	Elected Member
Kathleen Hoang	Elected Member
Jackie Ramos	Elected Member
Ruth Martinez	Elected Member
Brooke Pawelek	Elected Member
Joy Hudspeth	Elected Member
Tammi Masters	Elected Member
Darren Calvert	Parent Representative
Shelly Guinn	Parent Representative
Michael Nesbt	Ex-Officio Member
Andrea Moreno-Hewitt	Ex-Officio Member
Jennifer Sisk	Ex-Officio Member

Justin Russell	Ex-Officio Member
Dwight McHazlett	Ex-Officio Member
Jennifer Basinger	Ex-Officio Member
Lesli Solis	Ex-Officio Member
Ken Center	Ex-Officio Member
Gabriel Cary	Ex-Officio Member

DWAC for 2016-17			
#	**Date**	**Time**	**Location**
1	September 20, 2016	4:15pm	Central Office Board Room

* 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.

MVISD Comprehensive Needs Assessment Summary 2016-2017

Demographics (I)

- Need to continue dedicating staff and resources for all student populations (LEP, GT, Sped, 504, Foster, CTE, PRS, Eco Dis, Homeless, etc) to meet their needs whether it be academic, counseling, tutoring, mentoring, etc.
- Need to replace outdated and unsafe/nonfunctional classroom equipment, technology, and curriculum materials
- Need to dedicate resources i.e. supplies, materials, and personnel to accommodate the growing populations and required services for the foster and/or homeless students to be successful.
- Continue to fund intervention/tutorial programs for diverse student populations at risk of failing/not being promoted or graduating
- Continue to fund Specialists (Reading, Instructional); at the same time continue to investigate acquiring other curriculum specialists/supports
- Need to support incentive programs to motivate all student populations.

Student Achievement (II)

- The district needs to set aside resources (time, dedicated staff position(s), training, and/or money) to create consistent and aligned measurement tools (benchmarks, common assessments and state assessments) for core subjects
- Need additional resources (time, training, funding) to align curriculum with a scope and sequence on all subjects for all teachers
- Continue to add resources (curriculum, inclusion teachers, support-staff) to meet the needs of overcrowded classrooms.
- Continue to provide resources (training, curriculum, and personnel) to address students of GT, AP, or Dual Credit while also increasing rigor in all classes for all students
- Need to have technology that is easy to access and reliable for all students and teachers

School Culture & Climate (III)

- Need better and more open communication from every constituent—campus to parents, administration to parents and/or staff; i.e. school newsletter, a better parent survey, immediate feedback to all parties involved when dealing with discipline, etc.
- Continue to require teachers new to the district to complete the Capturing Kids' Hearts training
- Promote, support, and offer more elective courses and extra-curricular organizations
- Need to build campus pride that squelches any form of prejudice, i.e. bullying by utilizing visual implementation; and helps improve attendance to be at 95% or better.

Teacher Quality (IV)

- Continue to refine salary and benefits packages with surrounding districts while also investigating local leave rollover plus adding a monetary incentive for unused local leave.
- Continue to support professional development via conferences and presentation in the areas of GT, Technology, TABE, best practices, and CTE courses.

- Need funding to provide a majority of professional staff development via Edivate, i.e. phasing in new TEKS, new resources, intervention, differentiated instruction, Abydos, teacher efficacy, ARC, etc.
- Continue to provide the "New Teacher" mentorship program for teachers new to the profession or the district.

Curriculum, Instruction, and Assessment (V)

- Need to continue to fund supplemental instructional materials and supplies/manipulatives to aid with math, science, writing ,reading, and social studies for all students
- The district needs to fund resources for building, assessing, and reviewing curriculum according to student needs
- Continue/add to fund staffing for state assessment intervention courses and instructional coaching to support academics
- Continue focus and support on college and career readiness activities and resource needs such as career interest inventories to continue to serve student needs, college days, career days, academic fairs, supporting standardized testing activities, and educational field trips.

Family and Community Involvement (VI)

- Set aside resources for (materials, coach, supplies, interpretation services, etc) for Parental Involvement trainings and activities
- Provide various opportunities/locations and activities that openly promote, encourage, and invite parents to participate in their child's education; and also provide adult education.
- Continue to refine district communication via the district's website, Skyward parent portal and any other available technologies.
- Have accessible and available technology for parents

School Context and Organization (VII)

- Need to continue to explore and implement ways that create a safer campus
- Improve the method of obtaining surveys from students/teachers/parents
- Promote more activities for student morale (military day, dances, etc.) and reinforce character education, i.e. students to be on time, no profanity, citizenship, etc.
- Continue to seek ways to improve the aesthetics and playgrounds for our students
- Continue to adapt and adjust scheduling to optimize planning and when possible provide subs for teachers to review, strategize and enhance curriculum

Technology (VIII)

- Continue to support and provide professional development for the use of instructional technology
- The district needs to establish via the SBMD/DWAC a committee to review and/or recommend changes to Technology policies; increase help desk ticket efficiency and access for campus computer teachers to create campus CIT.
- Funding to have sufficient and up-to-date technology for all programs; add new technology.
- Wireless access for faculty, staff, students and guest.

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20							
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates		
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates		
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas		
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed			Forms that meet Title I Part C Migrant Compliance Report		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitment	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos		
Identification & Recruitmen	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitmen	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitmen	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & school records	Recruiter Logs, increase in OSY		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.		
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & chool records.	Complete COEs for qualifying family surveys.		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20							
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD		
Identification & Recruitment	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensu re documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.		
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manua,l NGS Reports, School Records and NGS	Monthly residency verification report		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan	Education Service Center, Region 20
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.

Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status
Interagency Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies attending our events.		
	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant High School students by community organizations. Referrals.		
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID& R manual	Compliance with TEA requirements		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.		
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.		

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.						
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.						
Evidence of Need	**Required Activity**	**Timeline**	**Staff Responsible**	**Resource**	**Evaluation of Program & Impact**	**Mid-Year Status**	**EOY Status**
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate		
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.		

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan
Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304 (d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2015-2016

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; **and** have their education interrupted during the previous or current regular school year.
Grades K-3	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level **and** have their education interrupted during the previous or current regular school year.

Goal(s):		**Objective(s):**			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	**Timeline**	**Person(s) Responsible**	**Documentation**	**Mid-Year Status**	**EOY Status**
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.					
	Monthly	System Specialists	NGS Monthly Reports		
The PFS Action Plan must include the following:					
When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.					
Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, District Designee	Emails to district contacts with PFS Reports		

Goal(s):		**Objective(s):**			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	**Timeline**	**Person(s) Responsible**	**Documentation**	**Mid-Year Status**	**EOY Status**
Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	All parent who atend the Community Outreach Fair will be provided a copy in August.. Parents who do not attend the Community Fair	Ed Spec Supervisors, Recruiters	PFS Criteria Letter, Sign in sheets from Community Outreach; recruiter logs		
When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.					
Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Campus Designee, migrant tutors, ESC-20 MEP Team	Counselor follow-up, student feedback, Agendas, Sign-In sheets; tutor timesheets		

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students an update on the academic progress of their child.	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, phone logs, email documentation, mail out list		
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Recruiters, Tutors, District Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback		

How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.

Goal(s):		**Objective(s):**			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	**Timeline**	**Person(s) Responsible**	**Documentation**	**Mid-Year Status**	**EOY Status**
SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August thru November	District Contact or appropriate district designee; Ed Spec	Written procedures from a group of SSA districts		

How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.

Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing partial credit and/or passing state assessments.Not on time for Graduation Report.		

Goal(s):		**Objective(s):**			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	**Timeline**	**Person(s) Responsible**	**Documentation**	**Mid-Year Status**	**EOY Status**
Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, Online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, ESC Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment		
ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.	Year Round	Ed Spec, Ed Spec Supervisor, Migrant Tutors, Recruiters, ESC Counselors	NGS Supplemental Count Report		

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Identify dropout students/ out-of-school youth (OSY) and provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, District Designee	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report		

What federal, state and local programs service Priority for Service students?

Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor, District designee	Completed Documentation for Supplemental Tutoring Form from each SSA district on file (or district version).		

How, in your school year calendar, district and campus staff members will receive training on the unique needs of PFS students.

Goal(s):		**Objective(s):**			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	**Timeline**	**Person(s) Responsible**	**Documentation**	**Mid-Year Status**	**EOY Status**
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	ESC Counselor	Increase the number of participants to this session by 100%. Sign In sheets from overviews provided.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews.	Year Round	Ed Spec Supervisor, ESC Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback. Sign-In sheets.		

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.

Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
The MEP Contact will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).					
Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July	Ed Spec Supervisors, District Designee	Copy of DIP showing insertion of PFS Action Plan		

2016-17 Campus Improvement Plan

LaCoste Elementary

Campus Profile

The staff at LaCoste Elementary include 43 teachers, 9 paraprofessionals, and 2 administrators. The student population is 26.4% White, 0.9% African American, 70.5% Hispanic, 0.05% Asian, and 0% Native American. Additionally, the campus serves 65.1% economically disadvantaged students, 13.4% special education students, and 11.2% Limited English Proficient students. Attendance rates include 97.0% African American, 95.7% Hispanic, 96.1% White, and 95.67% economically disadvantaged. The most current data indicate the campus has a 19.4% mobility rate.

Medina Valley LaCoste Elementary is located in LaCoste Texas and is a Title I Elementary school. LaCoste Elementary is a Leader In Me campus that incorporates the 7 habits into our daily routines and procedures. We exemplify the Habits and teach them to each and every student that enters our doors. LaCoste Elementary serves grades Pre-Kindergarten- 5th with 708 students currently enrolled.

Mission and Vision

LaCoste Elementary's Mission

Medina Valley LaCoste Elementary: "I AM A PANTHER! I BELIEVE THAT MY CHOICES CREATE MY CHARACTER, WHICH INSPIRES ME TO BE A LEADER AND REACH MY HIGHEST POTENTIAL!"

Widely Important Goal: To motivate, empower and prepare visual learners to use effective writing strategies and create complete grammatically correct sentences and paragraphs in Kindergarten through 5th grade, keeping the "End in Mind" in anticipation of future college and career success!

LaCoste Elementary's Vision

Medina Valley LaCoste Elementary - LET YOUR INNER LEADER ROAR! - Leading through Service!

At LaCoste Elementary, our vision is to create a positive, nurturing environment for young people to grow and learn as they develop the skills necessary to become the leaders of tomorrow. Through leadership roles, commitment to community, and high academic expectations children are encouraged to explore and develop their individual strengths and passions. Family and local business involvement will provide positive real-world role models for our students while expanding the learning environment outside the school setting and into the home and beyond. Our staff is eager to embrace these empowering ideals and reflect them throughout our school as we move forward with the Leader In Me.

MVISD: Partnering with our community to:
*Promote educational excellence and equity,
*Prepare lifelong learners for a global society,
*Practice the MVISD Core Beliefs.

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: College and Career Readiness

District Goals: MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.

Campus Performance Objective:
Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.
Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.1.1 The teachers will implement year at a glance, curriculum maps, and framework as developed for all core areas and revise as needed per student assessment/screening results. (Title I SW : 1,2) (Target Group: All)	ii	Academic Coordinator, Principal, Teachers	(L) Local (F) Title I	August 2016 - June 2017	Comprehensive Needs Assessment Results Benchmark Data, Screening Tools	
2	1.1.2 State adopted text for all core academic areas for grades PK-5 will be implemented with fidelity and consistency in order to evaluate adopted text appropriate levels of rigor. (Title I SW: 3, 10) (Target Group: All)	ii	Academic Coordinator, Assistant Superintendent(s), Principal, Teacher(s); PK Assistant	(L) Local ; (S) State Compensatory (F) Title I	August 2016 - June 2017	Report Cards, Benchmark Results,	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	1.1.3 Vertical and horizontal teams will be established to continue evaluation and adjustments to curriculum alignment. (Title I SW: 2) (Target Group: All)	ii	Academic Coordinator, Principal, Teachers	(L) Local (F) Title I	August 2016 - June 2017	Student Performance	
4	1.3.1 Student progress will be monitored in order to inform instruction and guide the implementation of instructional efforts to high needs areas. Monitoring programs include STAR enterprise, DRA, Galaxy Education, ARC, RTI process, student projections process, Eduphoria STAAR data, I-Station Reading Data, Common Assessments, Tejas Lee, Pre-K Screener, Benchmark Assessments, topic tests, Read Naturally, and student data history sheets. Teachers will develop a blueprint for each nine weeks TEKS to determine specificity of common assessments' standards. (Title I SW : 1,8,9) (Target Group: All)	ii, vii, xiii, i	Academic Coordinator, Principal	(F) Title I, II (S) Pre-K High Quality Grant;	August 2016- June 2017	Progress Monitoring	
5	1.4.1 The LaCoste Principal will participate in the Unified Planning Process in order to establish district wide priorities and develop an equitable budget. (Title I SW: 10) (Target Group: All)	vii	Assistant Superintendents, Business Manager, Personnel Director, Principal, Superintendent	(L)Local	August 2016 - June 2017	Documented Decisions from Unified Planning Process	
6	1.2.1 Eduphoria/Aware system will be utilized to create and analyze benchmark data for grades 2-5. (Title I SW : 1,4, 8) (Target Group: All)	ii, x, vii, i, viii	Academic Coordinator, Principal, Teachers	(L) Local (F) Title I	August 2015 - June 2016	Mastery of TEKS Tested	
7	1.2.2 Eduphoria/Aware Common Assessments/Benchmark data and STAR Progress Monitoring will be used to evaluate the strengths and weaknesses of students, development of protocols/individualized student plans, and instructional feedback for regrouping to re-teach/address areas of weaknesses. (Title I SW: 1,8) (Target Group: All)	ii, i, vii, viii	Academic Coordinator, Principal, Teachers, Reading Specialist	(L) Local (F) Title I	October, December, February, March, May	Mastery of Objectives Tested on Benchmarks	
8	1.2.3 Benchmark/ Screening tools results will be reviewed and goals will be developed upon identifying strengths and weaknesses through data analysis and disaggregation. (Title I SW: 1,8) (Target Group: All)	ii, vii, i, viii	Academic Coordinator, Principal, Teachers	(L) Local (F) Title I	August 2016 - June 2017	Benchmark/ Screening Data	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	1.1.4 Lesson plans will be submitted in electronic format in Forethought. (Title I SW: 1,8) (Target Group: All)	v	Academic Coordinator, Principal, Teachers	(F) Title I, (L) Local	August 2015 - June 2016	Weekly Monitoring of Submitted Lesson Plans	
10	1.6.1 LaCoste Elementary will provide Career Awareness activities through the counseling and Leader in Me program for grades PK-5, as well as CC Spark. (Title I SW: 6,7) (Target Group: All)	vi, ii, iii	Academic Coordinator, Principal, Teachers, Counselor	(F) Title I (L) Local	August 2016- June 2016	Graduation of MVISD Students	
11	1.5.1 LaCoste will implement the PK/Headstart program, parent training/involvement, and School Readiness Integration plan with community partners and daycare by providing monthly calendars of events. (Title I SW : 6,7) (Target Group: All)	vi, iii, ii	Assistant Superintendent, Principal Academic Coordinator ESC - 20 Parental Involvement Specialist	(L) Local (F) Title I	August 2015 - June 2017	Headstart Documentation Creative Curriculum Parent Training	
12	1.3.2 Students in PK-5 will attend a required block of Istation and supplement when needed with Read Naturally to improve student thinking processes and abilities. (Title I SW: 3. 8,10) (Target Group: K-2)	ii, viii	Academic Coordinator, Principal, Teachers	(F)IDEA Special Education (F) Title I	August 2016 - June 2017	Reports from Istation and Read Naturally	
13	1.5.2 A Literacy Closet will be utilized by K-5 teachers to support the different reading styles and levels of students. Literacy closet contains books leveled according to DRA levels, big books, books on tape, and recorded stories on iPods. (Title I SW: 2,8) (Target Group: All)	ii, iv, v	Academic Coordinator, Principal, Teachers, Reading Specialist	(L) Local (F) Title I	August 2016 - June 2017	STAR DRA Read Naturally	
14	1.5.3 LaCoste students & Teachers will participate in Read To Succeed Fiesta Texas Reading Program, Blue Bonnet Books Reading Challenge, Accelerated Reader Challenges/Incentives, Book It!, UIL Academic Activities that span among all 3 campuses, Student Council, Leader in Me, and Lego Club. (Title I SW: 10) (Target Group: All)	ii, vii	Academic Coordinator, Principal, Teachers, Reading Specialist; Library Aide	(L)Local ; (S) State Compensatory (F) Title I	August 2016 - June 2017	Student Program Participation Campus Needs Assessment	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
15	1.1.4 Implement effective, research based Math strategies for all students using enVision Math(K-5). The Mathematics program will be supported by Kamico Resources, Region IV Resources, Countdown to STAAR, Target the TEKS (Math), STAAR practice materials, manipulative based lessons, Math Stations, math fluency practice, enVision Topic tests/teacher developed individualized tests, Family Math Night, Saxon Math, Measuring Up, STAAR Ready, Xtramath, Quarter Mile Math, Starfall, and Marcy Cook. FIT FOCUS TEKS will be addressed weekly throughout the year by reteaching concepts and offering in and out of class tutoring. PD360 offers professional development opportunities in Math. District higher of Math Specialist will be utilized to help increase mathematical knowledge. (Title I SW: 2, 3, 5,10) (Target Group: All)	ii, v, viii	Academic Coordinator, Principal, Teachers,	(L)Local (F) Title I	August 2016- June 2017	Math Benchmarks envision Topic Tests STAR Screening Progress Monitoring	
16	1.1.5 The LaCoste Science program will implement effective instructional strategies in grades PK-5 with at least 40% lab time in all science classes. In addition to the state adopted Texas Fusion text the following programs/activities will be implemented: science tutorials, Science Stations, Science Fair (January) night, AIMS curriculum modules K- 5, STAAR support materials, field experiences at Medina River, Discovery Education, Brainpop, Gateway Science, StemScope/reSTART, Science Field trip on wheels, bringing Dino George to the campus, Science Camps. FIT FOCUS TEKS will be addressed weekly throughout the year by reteaching concepts and offering in and out of class tutoring. The garden club will be invited to share in events that enhance our students knowledge of gardening and plants and soil conservation activities. (Title I SW: 1, 5, 10) (Target Group: All)	ii, v	Academic Coordinator, Principal, Teachers,	(L)Local (F) Title I	August 2016 - June 2017	Science Benchmarks STAAR Lacoste Annual Needs Assessment	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
17	1.1.6 Social Studies Weekly for K- 4 and McGraw Hillt for grade 5 Social Studies adopted textbook, and the Herff-Jones Nystrom Curriculum will be utilized as the curriculum for Social Studies for Kinder-5th grades. Support programs include: Ag Fair, Constitution Day, Celebrate Freedom Week, First Responder's Day, Texas History, Black History Month, Hispanic History, Stephen F. Austin, Texas parade, and Veteran's Day. (Title I SW: 1,3,5) (Target Group: All)	ii, v	Academic Coordinator, Principal, Teachers,	(L)Local (F) Title I	August 2016 - June 2017	Lacoste Annual Needs Assessment	
18	1.1.7 Individual student goal setting, campus goal setting, implementation of a balanced literacy program, STAAR parades, and Leader and Me are utilized to encourage student motivation for academic improvement. Mentors (Teachers and Parents) are used to motivate as well during goal setting. (Title I SW: 3) (Target Group: All)	vi, ii, v, iii	Academic Coordinator, Principal, Teachers,	(L)Local (F) Title I	August 2016 - June 2017	STAAR Scores Screening Assessments	
19	1.1.8 Development of common lessons/Exemplar Lessons will be implemented K-5 in order to address student learning styles. (Title I SW: 3) (Target Group: All)	v, ii,	Academic Coordinator, Principal, Teachers,	(F) Title I	August 2016- June 2017	Walkthroughs for all academic areas.	
20	1.1.9 K-2nd grade students will participate in a 90 - 120 minute reading block utilizing shared reading, choral, echo, cloze, paired/silent reading, read-alouds, comprehension activities, reading logs, vocabulary development, Daily 5, and fluency activities. The ARC materials and toolkits will be utilized during the reading block to address needed RTI and address needs of Bilingual students and ESL strategies. (Title I SW: 2) (Target Group: All)	v, ii	Academic Coordinator, Principal, Teachers,	(L) Local (F) Title I, Title III	August 2016- June 2017	STAR DRA - Kinder Only Accelerated Reader School Pace	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
21	1.1.10 LaCoste will implement effective/research based, balanced literacy Reading methodologies for all students (PK - 5)including: linking real-life experience, technology, state adopted ELAR textbook(Houghton Mifflin), Project Read, Target the TEKS (Reading) small group guided reading instruction, working with words, Countdown to STAAR, STAAR Ready, literacy workstations(K-2), STAAR practice materials, writing methodologies, ABYDOS/New Jersey Writing, weekly poetry lessons, Rally Read, and thinking maps to improve reading/writing performance. Special Education teachers will utilize Wilson Reading at the level students are performing. FIT FOCUS TEKS will be addressed weekly throughout the year. Reteaching concepts and offering in and out of class tutoring. (Title I SW: 2, 4,5, 10) (Target Group: All)	v, ii	Academic Coordinator, Principal, Teachers,	(S) State Compensatory ; (L) Local (F) Title I	August 2016 - June 2017	STAAR IPT AR STAR Reading & Math DRA - Kinder Only	
22	1.1.11 The LaCoste Language Arts program will include the state adopted text supported by interactive/shared writing, monthly writing assignments, writing workstations, journal writing, Measuring Up, student conferencing, ABYDOS, STAAR Ready, utilize writing revising warm-ups, Target the TEKS, and Drops in a Bucket to achieve exemplary student performance. Monthly literacy projects will also be assigned to grade levels to display in the cafeteria. FIT FOCUS TEKS will be addressed weekly throughout the year by reteaching concepts and offering in and out of class tutoring by reteaching concepts and offering in and out of class tutoring. (Title I SW: 2, 5) (Target Group: All)	ii, v	Academic Coordinator, Principal, Teachers,	(L) Local (F) Title I	August 2016 - June 2017	Benchmarks TELPAS STAAR Writing Portion of STAAR	
23	1.5.4 A Reading Specialist teacher is available to continue and monitor the implementation of a Balanced Literacy program, implement the DAILY 5 Reading program (Professional Development), Read Naturally, Istation, and provide intervention to students as identified through universal screeners/benchmark assessments. (Title I SW: 2) (Target Group: All)	iv, v, i, ii	Reading Specialist	(F) Title I	August 2016 - June 2017	BOY<MOY< EOY< Benchmarks Screeners, Daily Tutorials	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
24	1.1.12 Mimios, Mobis, Learnpads, Nabi's, Tablets, HP Laptops and document cameras will be utilized to enhance the curriculum delivery of all core subjects in order to address all types of learning styles, and Renaissance Reading/ Math Star Enterprise Testing. (Title I SW: 2) (Target Group: All)	viii, v	Academic Coordinator, Principal, Teachers, Assistant Superintendent, CIT,	(F) Title I , (L) Local	August 2016 - June 2017	Documentation of Use of equipment through walkthroughs, PDAS	
25	1.5.5 The RTI process is implemented to evaluate student progress, intervention strategies, training, and program participation. Implementation of the RTI process is part of the Special Education referral process. (Title I SW: 1,2,7,8,9,10) (Target Group: All)	II, v	Academic Coordinator, Counselor, Interventionist, Lead Teacher, Peer Tutors, Principal, Reading Specialist, School Nurse, Special Ed Teachers, Teachers	(F) Title I	August 2016- June 2017	Summative - BOY,MOY, EOY Screening Tools Benchmark Data Common Assessments STAAR RTI Documentation	
26	1.5.6 Students in need of Psycho-Social interventions as identified through the RTI process include: Counseling groups, level system, High School mentoring, Teacher mentoring, BIP, and social worker groups. (Title I SW : 1,2,3,7,8,9,10) (Target Group: All	vi, ii, vii	Academic Coordinator, Principal, Teachers, Peer Tutors, Interventionist, Spec. Ed. Teachers Social Worker	(F) Title I, (L) Local	August 2016 - June 2017	Evaluate Student Results	
27	1.5.7 RTI intervention programs are research based addressing expectations set by the RTI committee. Programs included are Istation, Project Read, Read Naturally, enVision Math intervention, Journeys Reading intervention program, Math & Reading Tutorial system-Measure Up -Science, and the Tejas Lee intervention component. (Title I SW: 1,2,7,8,9,10) (Target Group: All)	ii, i, v, vi	Academic Coordinator, Principal, Teachers, Lead Teacher, Principal, Special Ed. Teachers, Reading Specialist	(F) Title I	August 2016 - June 2017	Progress Monitoring - RTI	
28	1.1.13 To improve student's science skills and integrate technology within each Science concept, the COW (lap top) labs, tablets, and digital microscopes, and HP laptops will be utilized to enhance the Science curriculum grades K-5. (Title I SW: 1,2,7,8,9,10) (Target Group: All)	v, ii, viii	Academic Coordinator, Principal, Teachers,	(F) Title I	August 2015 - June 2016	Lesson Plans Lacoste Campus Needs Assessment	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
29	1.5.8 Students identified in need of academic interventions will be progress monitored through STAR Enterprise and support programs--STAAR countdown groups, Pull-out tutorials, in-class tutorials, Reading Specialist groups, Learning Lab- will be implemented to support "value added" concept for students. (Title I SW : 2,8,10) (Target Group: All)	ii, v	Academic Coordinator, Principal, Teachers, Interventionist, Reading Specialist, Special Ed. Teachers, Teachers.	(F) Title I	August 2016 - June 2017	Summative - Progress Monitoring STAAR Reading/ Math envision Topic Tests Screening Tools	
30	1.5.9 All teachers will be eligible to teach students identified as gifted and talented by providing enrichment and differentiated instruction within the classroom. 100% of the LaCoste teachers will be GT certified. The annual 6 hrs staff development required will be provided by the campus/Region 20 staff. Teachers are required to document GT differentiation on lesson plans. A GT District Coordinator will visit with teachers to support the program that will be provided emphasizing Higher Level Thinking skills utilizing Future Problem Solvers approach, Texas Performance Standard Project Task, Real World examples, and other projects. . A Student Council Group and Leader in Me group will also be formed to assist in the GT area. (Title I SW: 4, 5, 10) (Target Group: GT)	ii, v, vi, iii	Principal	(L) Local	August 2016 - June 2017	Summative - Parent/ Staff/ Student Surveys Monitoring of 6 hour Update Program Evaluation Lesson Plans	
31	1.4.1 The Bilingual program is clearly defined and fully implemented with the following : early exit transitional model, bilingual certified teachers, annual staff development, differentiated instruction documented on lesson plans, technical support and staff development provided through PD360, TABE and SAABE or the District Bilingual Coordinator. (Title I SW : 4,7,9,10) (Target Group: LEP)	iv, v, ii	Academic Coordinator, Principal, Teachers, Bilingual/ ESL/ Curriculum Coordinator, Assistant Superintendent; PK Assistant	(F) Title I, Title III, Part A LEP; (S) State Compensatory	August 2016- June 2017	Summative-PBMAS TELPAS TITLE III Program Evaluation	
32	1.4.2 In support of the Bilingual program the LPAC committee meets to identify parent liasons and evaluate the needs of students and ensure programs are implemented to support their academic needs. (Title I SW: 2,7,8,9,10) (Target Group: LEP) (NCLB: 2)	vi, iv	Academic Coordinator, Principal, Teachers, Bilingual/ ESL/ Curriculum Coordinator	(F) Title I, Title III, Part A LEP	August 2016- June 2017	Summative - IPT PBMAS TELPAS Campus Screeners Nine Week Report Cards	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
33	1.4.3 To ensure Bilingual students needs are addressed additional components to the program at LaCoste includes: instructional aides/tutors, instructional materials, participation in staff development opportunities at Region 20, PD360, TAABE, or SAABE, strategies training, LPAC yearly training, utilization of District Language Usage guidelines, Bilingual certified teachers at all grade levels, SIOP model implementation, and ELPS. (Title I SW : 2,6, 9,10) (Target Group: LEP)	ii, v, iv	Academic Coordinator, Principal, Teachers, Bilingual/ ESL/ Curriculum Coordinator; PK Assistant	(F) Title I, Title III, Part A LEP; (S) State Compensatory	August 2016 - June 2017	Summative -PBMAS TELPAS	
34	1.4.4 A comprehensive continuum of special education services will be available with an emphasis on LRE. Services include: Learning Lab, Inclusion services, Speech services, OT services, PT services, Social Worker services, Dyslexia services, Behavior management services. Students will also have access to ALE, PPCD, Istation, and Read Naturally. Through these services subgroups will be targeted to reduce the disparity between groups in Special Education and 504 and the general student population. (Title I : 2,4, 5, 8,9,10) (Target Group: SPED, Dys)	ii, vii, vi, iv, iii	Academic Coordinator, Principal, Teachers, Reading Specialist, Special Ed Teacher, Teachers	(F) IDEA Special Education Title I	August 2016 - June 2017	Summative - PBMAS Program Evaluation	
35	1.2.4 LaCoste will comply with all criteria of the PBMAS accountability system for federal programs including Title I, Migrant Services, Safe and Drug Free Schools, and Special Education. (Title I SW: 8, 10) (Target Group: All, Migrant, LEP, SPED)	i, ii, iii, iv, v, vi, vii, viii	Academic Coordinator, Principal, Teachers, , Assistant Superintendent, Executive Director of Special Programs	(F) IDEA Special Education, (F)Title I, (F) Title IV Safe and Drug Free, (L) Local	August 2016- June 2017	Summative - Meets AYP PBMAS	
36	1.4.5 LaCoste will implement attendance strategies aimed at reducing truancy and increasing school attendance. The attendance program at LaCoste includes: Class Attendance Incentive plans, Campus Incentive plans, Perfect Attendance certificates/medals, Class Attendance competition, Truancy deterrents include: Monthly Attendance Committee meetings Attendance letters (parent notification of Compulsory attendance laws) Notifying Truancy Officer of attendance problems, and Leader in Me parent recognition for attendance. (Title I SW: 2) (Target Group: All)	ii, iii, v, vi, vii	Academic Coordinator, Principal, Teachers, School Nurse, Counselor, SRO Officer	(L) Local (F) Title I	August 2016 - June 2017	Summative- Monthly Meetings. Attendance Letters, AEIS	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
37	1.4.6 Significant targeted strategies and training will be implemented to insure academic improvement among all subgroups as measured by AYP. Emphasis will be placed upon student performance in Math/Reading/Science/Writing/ Social Studies for all student subgroups. The Science Program will be enriched by: Science labs Staff development Science Countdown groups, Field experiences Science Field Trip on Wheels, Science Fair Stemscope/reSTART, STAAR Ready The Math Program will be enriched by: enVision Intervention Math STAAR, Target the TEKS, Region IV Math Problem Solving, Quarter Mile Math, Individualized student practice and test,s HS math tutors, Fast Focus, Countdown to Math, Marcy Cook, STAAR Ready Enrichment for the Reading Program includes: Fluency Practice Vocabulary Development, Reading Blitz for K-2nd 9 week maintenance program, 4th - 5th Reading Specialist tutorials, Wilson Reading DEAR/reading logs, Countdown to Reading/Writing, STAAR Ready, Target the TEKS. Enrichment for Social Studies includes the Social Studies Weekly curriculum and the Nystrom Integration Instructional supplement. (Title I SW: 9) (Target Group: All)	i, ii, v, iii, vii, iv, viii, v	Academic Coordinator, Principal, Teachers, Assistant Superintendents, Reading Specialist, Interventionist	(L)Local (F) Title I	August 2016 - June 2017	Summative 14-15 AYP	
38	1.5.10 Comprehensive wellness and safe schools initiatives will be implemented. Think First and Stay Safe School Program--PK- 5 Alliance for a Healthier Generation, Bully Alert/Hero messages Campus "Bully" campaign Mentoring program for psycho-social development, Leader in Me (Title I SW: 2, 4, 6) (Target Group: All)	iii, vi, vii, viii	Academic Coordinator, Principal, Teachers, Nurse,	(F) Title I, (L) Local	August 2016 - June 2017	Summative - Implementation documented through posted lesson plans	
39	1.4.7 A campus comprehensive needs assessment as well as a district comprehensive needs assessment will be conducted by the CPOC and DWAC in order to receive input from a variety of stakeholders and use the data when planning student services. The Needs Assessment Program at Lacoste will be comprised of an Annual Campus Wide Needs Assessment (evaluating programs, schedules, and students needs). Comprehensive Needs Assessment (Evaluating the 7 goal areas), and a District Needs Assessment (student, parent and faculty surveys).(Title I SW: 9, 2, 6) (Target Group: All)	i, ii, iii, iv, v, vi, vii, viii	Academic Coordinator, Assistant Superintendent, Campus Instructional Technologist, Principal, Teachers	(L) Local (F) Title I	15-16 Needs Assessment Data	15-16 Needs Assessment Data	

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: Campus Culture

District Goals: MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:
Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.2.1 LaCoste will develop a Parent Involvement Policy which will be posted on the campus webpage and dispensed to parents at the beginning of each school year as well as parent connection through Leader in Me. (Title I SW: 6,10) (Target Group: All)	ii, iii, vi, viii	Academic Coordinator, Principal, Teachers, PTO Parental Involvement Specialist	(L) Local , (F) Title 1	August 2016 - June 2017	Summative - LaCoste Campus needs assessment End of Year Parent survey	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	1.2.2 LaCoste will develop avenues to facilitate effective communication with parents. Communication tools include: Campus, Skyward-- E-mail, Teacher newsletters (weekly/monthly), Campus event Calendars, Campus quarterly newsletter, Required parent conferences(beginning/end of year), Student Led Conferences, Leader In Me Success Binders, SSI flyers, and brochures. PTO monthly meetings. Student Agendas(daily communication) (Title I SW : 6 & 7) (Target Group: All)	ii, iii, vi, viii	Academic Coordinator, Campus Instructional Technologist, Principal, PTO, Teacher(s)	(L) Local (F) Title I	August 2016 - June 2017	Summative - Parent Involvement Policy completed Documentation of documents sent to parents District Parent Survey	
3	1.2.3 Required parental involvement components for Title I will be fully implemented including: Annual parent meeting, Title I compact, Parent participation on CPOC and DWAC, Parental Involvement Committee, and evaluation process through the District parent survey. (Title I SW : 6 & 7) (Target Group: All)	ii, iii, vi	Academic Coordinator, Principal, Teachers Parental Involvement Specialist	(L) Local (F) Title I	August 2016- June 2017	Summative - Title I evaluation PBMAS	
4	1.2.4 Required parent involvement activities included in federal program guidelines will be implemented. Included are: Safe and Drug Free Schools, School Health Advisory Committee, Title I, Parental Education classes, and Migrant. (Title I SW : 6 & 7) (Target Group: All)	i, ii, iii, vi	Academic Coordinator, Assistant Superintendent(s), Principal, PTO, Special Programs, Parental Involvement Specialist	(F)Title I C, Title I (L) Local	August 2016 - June 2017	Summative - PBMAS	
5	1.2.5 Parental notification requirements of Section 504 and Special Education will be strictly implemented and monitored by providing Parent Rights Booklets, access to parent rights information through the district web site, and parental rights information in Student Handbooks. (Title I SW : 6,10) (Target Group: All)	i, ii, v	Academic Coordinator, Assistant Superintendent(s), Principal, PTO	(F) IDEA Spec. Ed. (L) Local (F) Title I	August 2016 - June 2017	Summative - PBMAS	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
6	1.2.6, 1.3.1 LaCoste Elementary will plan and schedule events which include parents in the education of their children. LaCoste events include: TxConnect Parent Program Annual Parent Orientation Leader In Me Student Led Conferencing Monthly PTO meetings PTO Fall Fun Day Semester Book Fairs Grade level field trips(as applicable) Annual Field day Winter and Valentines Parties Winter Concert Spring Talent Show Family Picnic Day Texas Public School Week Annual Food Drive Veteran's Day Ceremony Community Readers Read Across America Grandparent's Day Academic Leadership Night Learder in Me Family Involvement Activities LaCoste Pride Night (Title I SW : 6) (Target Group: All) Award Ceremonies by Semester	i, iii, vi, vii	Academic Coordinator, Principal, Teacher(s), PTO	F)Title I, TPTR, (F)Title III, Part A LEP, (L)Local	August 2016- June 2017	Summative - Calendar of Events	
7	1.4.1 Family literacy and parental support programs will be provided for at-risk families including: Family services clerk to facilitate parenting classes and the Pre K/ Head Start Program. (Title I SW : 6,8,9,10) (Target Group: All)	i, ii, vi	Academic Coordinator, Principal, District Family Involvement Specialist	(L) Local (F) Title I	August 2016 - June 2017	Summative - Documentation of Programs - PBMAS	
8	1.5.1 LaCoste Elementary will participate in the following service events: Veteran's Day-- LaCoste Garden Club, Partnership Medina County Food Pantry, Jump Rope for Heart, and Leader in Me Family Involvement Activities. (Title I SW : 10) (Target Group: All)	iii, vi, vii	Academic Coordinator, Principal, Teacher(s),	(L) Local (F) Title I	August 2016 - June 2017	Summative - documented participation in service activitie	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	1.1.1 LaCoste "Caught Being a Leader" awards are given as a school wide incentive to build character and promote citizenship as well as the Leader in Me program. (Title I SW: 10) (Target Group: All)	ii, iii, vii	Academic Coordinator, Teachers, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative - documented participation Lesson Plans	
10	1.4.2 Community education program will be continued and enhanced. A focus of providing internet access for parents to review their child's school performance will be reviewed. (Title I SW: 6,7. 8,9,10) (Target Group: All)	i, ii, vi, viii	Academic Coordinator, Counselor, Principal, Parental Involvement Specialist	(F) Title I (L) Local	Graduation of MVISD Students	Summative - documented participation in Student Incentives	
11	1.5.2 Partnerships with community and business members will be continued and enhanced. LaCoste Elementary partners include: LaCoste Garden Club, LaCoste 4-H, LaCoste VFW, LaCoste Fire Station, Jump Rope for Heart, American Red Cross, Medina County Food Pantry, and Castroville Chamber of Commerce. (Title I SW : 10) (Target Group: All)	iii, vi, vii	Academic Coordinator,Principal, PT0, Teachers, Parental Involvement Specialist	(L) Local (F) Title I	August 2016 - June 2017	Summative - documentation of sign-in sheets	
12	1.5.3 LaCoste Elementary will develop a consistent method of acknowledging campus partner and supporters. LaCoste Elementary invites volunteers to an end-of-year awards ceremony where volunteers are presented with appreciation certificates. (Title I SW : 10) (Target Group: All)	vi, vii	Academic Coordinator, Principal, Teachers, Parental Involvement Specialist	(L) Local (F) Title I	August 2016 - June 2017	Summative - Certificates Awarded	

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: Student Safety and Health

District Goals: MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.3.1 The Student Code of Conduct and Student Handbook will be reviewed, approved, and distributed to all students, staff, and parents. (Title I: SW1,2,6, 9) (Target Group: All)	iii, vii	Academic Coordinator, Assistant Superintendent, Principal, Teachers	(L) Local (F) Title I	August 2016- June 2017	Summative - Review of 12 - 13 Code of Conduct Infractions	
2	1.3.2 To support classroom management and adhere to the Student Code of Conduct, the LaCoste Discipline management plan will be updated annually. (Title I SW: 2, 4,9) (Target Group: All)	iii, vii	Academic Coordinator, Principal, Teachers	(L) Local (F) Title I	August 2016 - June 2017	Summative - Review of Code of Conduct Infractions	
3	1.3.3 State training and reporting measures regarding use of restraint will be adhered to. The designated LaCoste Staff will receive TBSI training as needed. (Title I SW: 1,2, 9) (Target Group: All)	i, iii, iv, vii	Academic Coordinator, Principal, Executive Director of Special Programs	(F) IDEA Special Education (F) Title I	August 2016 - June 2017	Summative - Restraint Data from PEIMS 14 - 15	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	1.3.4 LaCoste Staff will conduct an annual review of the Code of Conduct and adhere to and enforce Chapter 37 as mandated. (Title I SW: 1,2,9) (Target Group: All)	i, ii, iii, iv, vi, vii	Principal	(L) Local	August 2016 - June 2017	Summative - CH 37 Violations for 14 - 15	
5	1.3.5 Each teacher is required to turn in a discipline management plan that includes rules, consequences and rewards. (Title I SW: 3, 4) (Target Group: All)	i, ii, iii, iv, vi, vii	Academic Coordinator/ Principal/ Teachers	(L) Local (F) Title I	August 2016- June 2017	Summative - PEIMS data of Code of Conduct Violations	
6	1.3.6 Teachers and administration will work together to support staff morale. (Title I SW: 9) (Target Group: All)	i, ii, iii, iv, vii	Academic Coordinator/ Principal/ Teachers	(L) Local (F) Title I	August 2016 - June 2017	Summative - Calendar of Events	
7	1.3.7 LaCoste Elementary staff have all attended "Capturing Kids Hearts" training and will fully implement the programs practices. Additional training will be provided to review the components of "Capturing Kids Hearts". (Title I SW 1, 2,4, 6) (Target Group: All)	i, ii, iii, iv, vi, vii	Assistant Superintendent/ Principal	(F) Title 1	August 2016 - June 2017	Summative - Documentation of Completion of Training and Implementation	
8	1.3.8 A positive behavior management model will be utilized--STAR level system. (Title I SW: 1,2,6, 9) (Target Group: All)	i, ii, iii, vii	Principal	(L) Local	August 2016 - June 2017	Summative - Documentation of progression of students using the system.	
9	1.3.9 Every LaCoste Classroom has a social contract posted. LaCoste Staff will also have a social contract within the faculty handbook.(Title I SW: 4,9) (Target Group: All)	i, ii, iii, vii	Academic Coordinator, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative- Written Social Contracts Reduced Code of Conduct Violations	
10	1.3.10 Character Ed. Programs will be clearly identified and implemented. The counselor will be responsible for implementing The Leader in Me, grades PK - 5 & ALE.. (Title I SW: 4, 9) (Target Group: All)	i, ii, iii, vii	Academic Coordinator, Principal, Counselor	(L) Local (F) Title I	August 2016- June 2017	Summative- Documented Lesson Plans and Program Activities by Counselors and Teachers	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
11	1.3.11 All components of TEA counseling guidelines will be fully implemented. The LaCoste Counselor provides: Classroom Guidance Group Counseling Individual Counseling (Title I SW : 4, 10) (Target Group: All)	i, ii, iii, vii	Academic Coordinator, Principal, Counselor	(F) Title 1	August 2016 - June 2017	Summative - Documentation through Lesson Plans	
12	1.3.12 LaCoste will implement the required comprehensive school health program, Leader in Me through the Guidance and Counseling classes. (Title I SW: 2) (Target Group: All)	i, iii, vi, vii	Academic Coordinator, Principal, Counselor	(L) Local (F) Title I	August 2016- June 2017	Summative - Program Implementation Pk - 5	
13	1.3.13 All social worker referrals flow through the Intervention Process. The Social Worker, as a member of the intervention committee, agrees to conduct an assessment to determine need. (Title I SW: 2, 8) (Target Group: All)	i, ii, iii, vi, vii	Academic Coordinator, Principal, Counselor	(F) Title I, (S) Local	August 2016 - June 2017	Summative - Documentation of Case Load	
14	1.3.14 LaCoste Elementary will update the crisis management plan and insure all staff have been trained. (Title I SW: 9) (Target Group: All)	i, ii, iii, vi, vii	Assistant Superintendent/ Priincipal	(L) Local	August 2016 - June 2017	Summative - Completed and Updated Crisis Management Plan	
15	1.3.15 LaCoste will advertise through the webpage the District Helpline service and post information in and around the campus. (Title I SW: 9) (Target Group: All	i, ii, iii, vi, vii	Assistant Superintendent, Principal, Superintendent	(L) Local	August 2016 - June 2017	Summative - Review of use 2014-2015	
16	1.4.1 LaCoste Elementary will be part of the committee process to provide input as necessary in order to address enrollment growth and construction of facilities.(Title I SW: 9) (Target Group: All)	i, iii, vi, vii	Academic Coordinator, Principal	(L) Local (F) Title I	August 2016- June 2017	Summative - Meetings	
17	1.4.2 Custodial services will be provided with ongoing feedback detailing effectiveness of services through the surveys provided. (Title I SW: 9)(Target Group: All)	i, iii, vi, vii	Academic Coordinator, Assistant Superintendent, Executive Director of Operations, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative - Documentation / Evaluation of Custodial Services	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
18	1.1.1 LaCoste will provide feedback through the work order process to ensure ADA compliance of facilities.(Title I SW: 9) (Target Group: All)	i, iii, vi, vii	Academic Coordinator, Assistant Superintendent, Executive Director of Operations, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative - Completion of ADA Compliance Audit	
19	1.1.2 LaCoste will provide feedback through the work order process to ensure that required facility codes are followed and maintained. (Title I SW: 9)(Target Group: All)	i, iii, vi, vii	Academic Coordinator, Assistant Superintendent, Executive Director of Operations, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative- Completion of ADA Compliance Review	
20	1.2.1 Budget parameters and staffing ratios will be developed through the Unified Planning Process which will involve the Leadership team at LaCoste. (Title I SW: 9) (Target Group: All)	i, iii, vi, vii	Academic Coordinator, Assistant Superintendent, Executive Director of Operations, Principal	(L) Local (F) Title I	August 2016 - June 2017	Summative - AEIS DWAC Survey Program Evaluation Current Budget & Staffing Ratios	

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: Staff Development

District Goals: MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core compentencies among instructional staff.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.3.1 Teachers will meet weekly to conduct structured collaboration and use common agenda to summarize grade level academic goals. (Title I SW:) (Target Group: All)	ii, v	Academic Coordinator, Lead Teacher, Principal, Teacher(s)	(F)Title I	August 2016 - June 2017	Summative - Monthly Feedback PD360 Shared Videos - Weekly	
2	1.3.2 LaCoste Elementary will provide grade level conferences within the master schedule to be held at the same time for collaboration to occur. (Title I SW : 8,9) (Target Group: All)	ii, iv, v	Academic Coordinator, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Monthly Feedback	
3	1.3.3 LaCoste Elementary will conduct a schedule needs assessment in order to evaluate effectiveness of scheduling programs and curriculum delivery. (Title I SW: 9,10) (Target Group: All)	I, ii, v	Academic Coordinator, Principal, Teacher(s)	(L)Local (F) Title I	August 2016 - June 2017	Summative - Schedule Needs Assessment	
4	1.1.1 LaCoste Elementary will monitor class sizes to insure that a 22:1 ratio is adhered to. (Target Group: All)	I, ii, iv, iii, vii	Principal	(L)Local, (F) Title II	August 2016 - June 2017	Summative - Weekly Review of Class Counts	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	1.1.2 LaCoste Elementary will send school administrators as well as faculty members to job fairs in the spring to recruit high quality teachers. (Title I SW: 5) (Target Group: All)	iv, iii, v	Superintendent(s), Personnel Director, Principal, Teacher(s) Math Specialist	(L)Local, (F) Title II	August 2016 - June 2017	Summative- Hiring Process	
6	1.2.1, 1.3.4 Staff members will be trained in strategies relevant to stated district/campus priorities and initiatives in order to address the needs of all students. The staff development program at LaCoste will include: Mentor teachers to train new faculty, ARC teacher materials and toolkits (Dates for Dr. Blake's Campus PD 8/18, 9/1, 9/22, 10/13, 10/31, 12/1, 1/12, 2/9, 3/23, 4/20, 5/3) STAAR requirements, Balanced Literacy/workstations, Daily 5 with station materials and books, reading fluency strategies, vocabulary development, Writing Strategies/ (Trail of Breadcrumbs Trainer of Trainers) Training, science content, math skills/problem solving, data analysis, technology competencies/software/programs, differentiated instruction, RTI process, gifted and talented, bilingual education, cooperative learning groups, small group guided reading instruction, TEKS study, critical thinking skills, Read Naturally, Region 20 , EnVision-Pearson, Texas Fusion, Project Share, Think Central, AR-Online, book studies, and Leader in Me teacher books and curriculum binders. (Title I SW: 2,3,4, 6, 8) (Target Group: All) (NCLB: 3)	I, ii, iii, iv, v, vi, vii, viii	Academic Coordinator, Assistant Superintendent(s), Personnel Director, Principal, Teacher(s) Math Specialist Curriculum Specialist	(F)IDEA Special Education, (F)Title I, (F)Title III, Part A LEP, (L)Local ; (F) Title II	August 2016 - June 2017	Summative - Documented Attendance at Staff Development Workshops/ Conferencing Campus Needs Assessment PD360	
7	1.3.5 LaCoste staff will be provided opportunities to attended conferences such as TEPSA, ASCD, CAST, Parental Involvement, RRR, SAABE, TAABE, and Assessment to continue to evaluate programs implemented through campus initiatives. (Title I SW : 4) (Target Group: All)	I, ii, iii, iv, v, vi, vii, viii	Academic Coordinator, Assistant Superintendent(s), Bilingual/ESL/Curriculum Coordinator, Business Manager, Personnel Director, Principal, Teacher(s) Curriculum Specialist	(F)Title I, II, III Part A LEP, (L)Local	August 2016 - June 2017	Summative - Attendance to Conferences	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
8	1.2.2 LaCoste Elementary and District Staff will provide the required staff development topics which will be presented and documented including: ARC Autism Awareness Leader In Me PD Capturing Kids Hearts Writing Workshops - Trail of Breadcrumbs/ Gretchen Bernabei Parental Involvement On-Line Training GT Updates Sexual Harassment Child abuse and neglect Drug Free workplace Chapter 37 Employee Handbook FERPA Blood Borne Pathogens Fundamental 5 PD360 (Title I SW : 4) (Target Group: All)	I, ii, iii, iv, v, vi, vii, viii	Academic Coordinator, Assistant Superintendent(s), Personnel Director, Principal, Superintendent(s) Curriculum Specialist	(F)Title I, Title II (L)Local	August 2016 - June 2017	Summative- Agenda's - Sign in Sheets- Signed Documents PD360	
9	1.3.6 LaCoste Elementary staff will work collaboratively with other elementary district staff to develop the year at a glance, curriculum maps,common assessments, and curriculum frameworks for K-5 all core areas. (Title I SW: 2,4, 9,10) (Target Group: All)	v, ii, iv, iii, vii,	Academic Coordinator, Assistant Superintendent(s), Principal, Teacher(s) Reading Specialist Curriculum Specialist Math Specialist	(F)Title I	August 2016 - June 2017	Summative - Continuous Revising of YAG Screening/ Benchmark Results	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
10 1.3.7, 1.2.3 LaCoste elementary staff development will be planned, implemented and monitored to develop the following core competencies: Reading/Writing (ABYDOS) across all content areas: ARC Academic Vocabulary development Trail of Breadcrumbs - Gretchen Bernabei Reading Comprehension Math and Science cores: Vertical alignment of math and science concepts- PLC Groups Study of the TEKS Effective instructional strategies--hands on, problem solving use of manipulatives Using assessment for evaluation, informing instruction and progress monitoring including: Benchmark/Common assessments and protocols Evaluating student work Diagnostic and prescriptive assessment tools AWARE STAR Enterprise Read Naturally Fundamental 5 Istation Reading Training to effectively implement intervention programs RTI Effective Strategies for multi-cultural and nontraditional students: Ruby Payne training ELL/ELPS methodologies (Title I SW: 2,4, 9) (Target Group: All)	I, ii, iv, v, vii, viii	Academic Coordinator, Assistant Superintendent(s), Campus Instructional Technologist, Counselor(s), Interventionist, Lead Teacher, Peer Tutors, Principal, Reading Specialist, Superintendent(s), Teacher(s) Math Specialist Curriculum Specialist	(F)Title I, (F)Title II TPTR, (F)Title III, Part A LEP, (L)Local	August 2016- June 2017	Summative - District Surveys Parent, Student, Staff, Campus Needs Assessment, Lacoste Needs Assessment, Agenda's, Sign In Sheets PD360	

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: Technology

District Goals: MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendy and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	5.1.1 All LaCoste teachers will develop proficiency in the 8 competencies identified by the district technologist in order to utilize skills in planning and implementing instructional activities. (Title I SW: 1, 4, 5,10)(Target Group: All)	i, iii, vi, vii	Campus Instructional Technologist, Director of Technology	(L)Local (F) Title I	August 2016 - June 2017	Summative- Documented Proficiencies and certificates	
2	5.1.2 Technology integration activities will be encouraged and included in the core academic curriculum areas and monitored through lesson plans and classroom observations.(Title I SW: 1, 4, 5,10) (Target Group: All)	i, iii, vi, vii	Academic Coordinator, Campus Instructional Technologist, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Documentation in Lesson Plans	
4	5.1.4 The LaCoste technology teacher will be an active member of the District Tech Committee which establishes core competencies for staff to include training and assessment components.(Title I SW: 1, 4, 5,10) (Target Group: All)	viii	Campus Instructional Technologist, Director of Technology	(L)Local (F) Title I	August 2016 - June 2017	Summative - Training Agendas Sign - In Sheets Certificates Evidence in Classroom	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	5.2.1 Use of Countdown to Math/Reading/Writing/Warm-ups/ TARGET THE TEKS (Title I SW: 4,10) (Target Group: All)	ii, v	Campus Instructional Technologist, Director of Technology, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Training Agendas	
6	5.2.2 On-line and electronic resources will be available to students and utilized effectively: Computer assisted instruction On-line courses Electronic field trips On-line and electronic resources for research Learn 360 STAR-Enterprise enVision/Journey's/ Fusion/ McGraw Hill Social Studies Brain Pop/ Brain Pop Jr. AR on-line testing Think Central Efollett Inspiration/Kidspiration Discovery Education Tumble Books Target the TEKS Math/Reading/Writing Read Naturally Flocabulary I-Station Reading Xtramath Mountain Math Leader In Me Access (Title I SW: 1, 4, 5,10) (Target Group: All)	i, ii, v,viii	Academic Coordinator, Assistant Superintendent(s), Campus Instructional Technologist, Principal	(F)Title I , (L)Local	August 2016- June 2017	Summative - Documentation of Use	
7	5.2.3 Math/Science/Reading/Writing curriculum will be delivered interactively to address all student learning styles by using multi-media projectors, mimios, mobis, COW lab(laptop), digital microscopes, document cameras, STEM, ipods, student response systems, Learnpads, tablets, and Nabi's. (Title I SW: 9,10) (Target Group: All)	i, ii, v,viii	Academic Coordinator, Assistant Superintendent(s), Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	(F)Title I , (L)Local	August 2016 - June 2017	Summative - Documented Usage through Walkthroughs/ PDAS/ Lesson Plans	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
8	5.2.4 Provide a student to computer ratio of 1:4 to enable technology to be more readily integrated within academic areas and learning styles to be met. (Title I SW : 9,10) (Target Group: All)	i, ii, v,viii	Assistant Superintendent(s), Business Manager, Campus Instructional Technologist, Director of Technology, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Documentation of Computers in Classrooms	
9	5.2.5 On-line and electronic resources will be available to parents and community members as appropriate: MVISD website Skyward Safe School District Helpline Email LaCoste Campus Website (Title I SW: 1, 4, 5,10)((Target Group: All)	i, ii, iii, v, vi, viii	Academic Coordinator, Assistant Superintendent(s), Campus Instructional Technologist, Director of Technology, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Documentation of use.	
10	5.3.1 The LaCoste Campus website will effectively be used as a communication tool. Website frequently updated Student handbooks Supply List Monthly events Links to Campus based programs Department/Campus/Teacher pages (Title I SW : 9) (Target Group: All)	i, ii, iii, v, vi, viii	Academic Coordinator, Campus Instructional Technologist, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Parent Survey Maintenance/ Updating	
11	5.3.2 The intranet will be effectively used to communicate district procedures and information for the LaCoste staff. STAR Data Student Data Handbooks Forms Policy and Procedure Guides Staff Development information (Title I SW: 9) (Target Group: All)	iv	Assistant Superintendent(s), Campus Instructional Technologist, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Status of Intranet June 2016	

2016-17 Campus Improvement Plan for LaCoste Elementary

Area of Focus: Student Discipline

District Goals: MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.

Campus Performance Objective: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement a rewards systems to encourage positive behaviors and citizenship.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.2.1 Family literacy and parental support programs will be provided for at-risk families including: Family services clerk to facilitate parenting classes and the Head Start Program. (Title I SW: 6, 7, 8. ,9,10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Principal, Parental Involvement Specialist	(L)Local (F) Title I	August 2016 -June 2017	Summative - Documentation of Programs - PBMAS	
2	1.4.1 LaCoste Elementary will participate in the following service events: Veteran's Day LaCoste Garden Club Partnership Medina County Food Pantry Jump Rope for Heart (Title I SW : 10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Lead Teacher, Principal, PTA, Teacher(s)	(L)Local (F) Title I	August 2016 - June 2017	Summative - Documentation of Activities with Community Partners	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	1.3.1 LaCoste Elementary will implement Character education activities through the guidance program with an emphasis on service. Character education program will include the use of Keystone(Capturing Kids Hearts) and Leader In Me Staff & Student Development. (Title I SW :10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Counselor(s), Principal, Assistant Superintendent, Superintendent	(L)Local ; (F) Title 1	August 2016 - June 2017	Summative - Documentation of Social Contracts	Title I - under Resources as well.
4	1.4.2 LaCoste "Caught Being a Leader" awards are given as a school wide incentive to build character and promote citizenship and Leader in Me recognition. (Title I SW : 10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Principal	(L)Local (F) Title I; (F) Title II	August 2016- June 2017	Summative - Documentation of Student Incentives	
5	1.1.1 LaCoste students and faculty will develop a social contract for their classrooms to help foster character education, citizenship, and social skills. (Title I SW: 10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Principal, Teacher(s)	(L)Local (F) Title I	August 2016- June 2017	Summative - PBMAS	
6	1.2.2 Community education program will be continued and enhanced. A focus of providing internet access for parents to review their child's school performance will be reviewed. Student Led Conferences will be held in the 1st and 3rd Nine Weeks Grading Periods to inform parents of growth and needed improvements. (Title I SW: 6,7, 8, 9,10) (Target Group: All)	i. iii, vi, vii, viii	Principal	(F)Title I, (L)Local	August 2016 - June 2017	Summative - Documentation of Activities with Community Partners	
7	1.4.3 Partnerships with community and business members will be continued and enhanced. LaCoste Elementary partners include: LaCoste Garden Club, LaCoste 4-H, LaCoste VFW, LaCoste Fire Station, Jump Rope for Heart, American Red Cross, Medina County Food Pantry, H.E.B, Landmark Inn, and Castroville Chamber of Commerce. (Title I SW: 10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Personnel Director, Principal, Teacher(s)	(L)Local (F) Title I	August 2016- June 2017	Summative - Documentation of Activities with Community Partners	
8	1.2.3 LaCoste Elementary will develop a consistent method of acknowledging campus partner and supporters. LaCoste Elementary invites volunteers to an end-of-year awards assembly where volunteers are presented with appreciation certificates. (Title I SW: 10) (Target Group: All)	i. iii, vi, vii	Academic Coordinator, Principal	(L)Local (F) Title I	August 2016 - June 2017	Summative - Certificates Awarded	

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Benke, Natalie	Principal
Solis, Lesli	Academic Coordinator
Kayla Patton	Teacher
\Kim Kindred	Teacher
Kimberly Stiteler	Teacher
Janet Graff	Teacher
John Jaquez	Teacher
Kristen Bendele	Teacher
Sara Payne	Parent
Carolina Ynclan	Teacher
Nancy Castanon	Teacher
Shelbie Zotyka	Teacher

CPOC Meetings* for 2016-17			
#	**Date**	**Time**	**Location**
1	September 12th	3:30 p.m.	Conference Room
2	October 3rd	3:30 p.m.	Conference Room
3	November 7th	3:30 p.m.	Conference Room
4	December 5th	3:30 p.m.	Conference Room
5	January 2nd	3:30 p.m.	Conference Room
6	February 6th	3:30 p.m.	Conference Room
7	March 6th	3:30 p.m.	Conference Room
8	April 3rd	3:30 p.m.	Conference Room

* 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.



Family and Community Involvement

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.

- CNA data Sheet
- Surveys-Staff/Parents/Students
- Critical Success Factors
- TEA Report Card/ Retention List
- CIP
- Grade Level Needs/Wants
- State Criteria-At risk students
- Texas Academic Performance Hearing Highlights
- Budget
- DATA-PIEMS

See the CAN/CIP Procedures Guide for Sample Probing Questions

© Texas Education Agency

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

- Space to accommodate the growth of our campus
-
- Highly qualified teachers
-
- RTI and support
- Hands on Learning through Field Trips and special guests
-
- Bookmarks- access to apps on all computers
-
-

Needs

- Technology- interactive whiteboards,
- tablets, increased bandwidth, clickers,
- headphones, computers, updated
- projectors, and mimios. Online Intervention/Enrichment support
-
- Assuring that textbooks, extra
- support materials/manipulatives, and
- and tutors are available for all
- students
- Extra support/materials in the fine arts areas

Summary of Needs (2-5 Priorities)

- Need for more technology to accommodate the classroom learning environment and to get skill specific programs to reach our intervention/enrichment groups. More bandwidth is needed so students can have access to programs with out having loading issues.
- Assure all curriculum materials/supportive materials will accommodate the fast pace growth of the upcoming year
- Materials and books for all subjects in every grade. English/Bilingual.
-



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.

- Computer Software (IStation)
- STAAR Data
- Data from Skyward
- State & Classroom Assessments/Data/Results
- Teacher Needs from Campus Needs Assessment
- Progress Reports
- Assessment Reports
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Data Analysis
- Hands-On Field Experiences
- Attendance
- Comparable Top 40 Schools
- Leader In Me
- Progress in Math, Reading, Writing, and Science
- Student-led conferencing
- Parent Involvement=Student Achievement
-
-

Needs

- SGI training
- Parent Outreach
- Computer Programs to Excel Progress
- Bilingual/At-Risk Assistance (American Reading Company)
- PD for behavioral studies (i.e. Autism, etc.)
- Counseling for Diverse Family (Mixed, Split, Single-Parent, Non-Traditional)
- ABYDOS/CLAW Training
- Google Classroom Training
-
-

Summary of Needs (2-5 Priorities)

- Bilingual/At-Risk Assistance (American Reading Company)
- PD for behavioral studies (i.e. Autism, etc.)
- Counseling for Diverse Family
-
-



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.

- Parent Survey
- Student Survey
- Staff Survey
- Annual Needs Assessment
-
-
-
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Safe school for adults and children
- Teachers/Staff are caring, compassionate, committed and exhibit role model qualities
- Students are provided with high level instruction/learning opportunities &
- Staff email is used appropriately by all staff
- Families are welcome at school and parent involvement through picnic, book fair, and Leader in Me
- Library is well stocked
- Students feel that they are held accountable and rules are reasonable and appropriate
- Internet access at home and technology in the classroom
- Teachers set high and attainable expectations for success
- Classroom management

Needs

- Student self worth
- Peer relationships
- Friendly cafeteria staff/monitors
- Positive reinforcement for attendance
- Parental access to website and grades online
- Discipline (handling of)
- Opportunities for parent technology training
- RTI process
-
-

Summary of Needs (2-5 Priorities)

- Student self-worth
- Discipline (handling of)
- Peer relationships (Leader In Me)
- Staff Development for teachers and classroom management
-



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.

- Staff FET by role
- PEIMS Staff Report
- Class Size Report
- Staff Survey
- Grade Level iInput
- Parent Survey
- NCLB Packet
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- high quality
- small student/teacher ratio
- provided growth opportunities for leadership and teachers
- low teacher turnover
- implementing new programs
- numerous experienced teachers
- new/experienced teacher balance
-
-
-

Needs

- CPOC - more meetings
- consistency throughout campus on programs, resources, technology, information
- create an environment that compensates master teachers who continue to grow, evolve and perform
- full time GT teacher
- salary comparison
- narrowing down useable resources
- equality in materials/technology for all teachers
- local job fair
-
-

Summary of Needs (2-5 Priorities)

- CPOC - more info
- full time GT position
- consistency throughout campus on programs, resources, technology, information
- local job fair
- salary comparison



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.

- STAAR results 3-5
- StAR enterprise Math/Reading
- Envision
- Common Assessments
- District Benchmarks
- Journey tests
- TELPAS
- Istation
- Read Naturally
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Reading Intervention K-5
- STAR Enterprise Progress Monitoring
- AR Program and Incentives
- Regular Benchmarks
- STAAR formatted materials
-
-
-
-
-

Needs

- All Subjects/levels Intervention
- Reading Incentives K-5
- Eng/Bilin Tutors/ materials
- Technology bandwidth
- Technology tools, training, equipment, Programs
- Drama/ Poetry Resources
- Resources to develop common assessments
- Science/ Social Studies Consumables/Supplies
- Daily 5 Books
- Special Programs- Staff Development

Summary of Needs (2-5 Priorities)

- All Subjects/levels intervention (tutors, materials English and Spanish)
- Technology update/ increase- Programs, tools, training, equipment, Bandwidth
- Resources: Poetry, Drama, Common Assessments, Daily 5, Science, Social Studies
-
-



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.

- Survey (staff, student, parent)
- CAN planning questions
- Family Involvement List
- 2014-2015 CIP
- Grade level campus needs assessment planning, 2015
- Leader in Me Guidelines and Timeline
-
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
School Safety, 74%	Access grades online, 42%
Parents feel welcome, 71%	Opportunity for parent training, 46%
School expects high levels of achievement,69%	access MVISD website, 48%
Students receive recognition, 68%	access teacher website, 48%
Teacher keeps parent informed, 67%	Parent able to provide input for sch improvement, 51%
Leader in Me Habits implementation	Revisit grading policy
Leader in Me Parent Involvement	clarification on RTI (stu, parent, teacher)
Leader in Me student leadership	Retention standards
	Pick up & drop off (crosswalk)

Summary of Needs (2-5 Priorities)

- Online parent access and training
- Parents able to provide input for school improvement
- Amend Grading policy
- Leader In Me Habit Implementation - Ongoing
-



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,
- 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.

- Parent/Student/Staff Surveys
- Last Year's CNA Documents
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- 95% of parents fell school is preparing students for real world
- 96% of staff feels it is a safe school
- 86% feel we have techonolgy support
- 89% feel major grades come from work completed at school
- 80% of parents feel they are able to provide input
- Capturing Kids Hearts and Leader In Me make a pasitive experience on our campus
- 94% of students have high level of performance expectations
-
-
-

Needs

- Student Clubs
- 47% of teacher feel they have ample time to teach curriculum
- 51% of staff feel they have input in the planning process
- 58% of staff feels benchmarks are important assessments
- 67% of staff feel a 45 minute planning is adaguate
- 61% of staff feel they get achievement recognition
-
-
-

Summary of Needs (2-5 Priorities)

- Student Clubs
- Staff would like to be recognized by campus and district
-
-
-



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 Implementatior
- 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.

- Star Chart
- Student Survey
- CNA Teacher Input
- Parent Survey
- CIP 2015-2016;Technology Solution
-
-
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Strong teachers who pioneer new products and best practices.
- Connectivity in every classroom
- Document Cameras in every classroom
- Learn Pads-5th Grade
- Projectors mounted & surround sound
- Ipods on audio books
-
-
-
-
-
-
-
-
-

Needs

- Laptops for teachers
- Teachers webpages with student resource section.
- Training
- Storage space on drive servers increased
- Phone in every classroom
- More tablet-like devices
- Instructional interactive software (Istation, ELAR, Math, Science. A.R.) & Renewable On-line subscrip-tions (Brain-Pop, UltraKey, Target the TEKS, Flocabulary)
- Device charging carts for storage
- Headphones (with mic) /Listening Stations
- Replacement items for all technology
- Grade-Level Cameras
- Calculators
- MORE BAND-WIDTH
- Student-response systems
- Interactive Whiteboard device

Summary of Needs (2-5 Priorities)

- Instructional Interactive Software (Istation, ELAR, Math, Science, A.R. and Renewable On-line subscriptions (Brain-Pop, UltraKey, Target the TEKS, Flocabulary)
- Headphones (with mic)/Listening Stations
- Phone in every classroom
- Replacement items for all technology
- More band-width
- More tablet-like devices

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Need for more technology to accommodate the classroom learning environment and to get skill specific programs to reach our intervention/enrichment groups. More bandwidth is needed so students can have access to programs with out having loading issues.

Assure all curriculum materials/supportive materials will accommodate the fast pace growth of the upcoming year

Materials and books for all subjects in every grade. English/Bilingual.

School Culture and Climate

Student self-worth
Discipline (handling of)
Peer relationships (Leader In Me)
Staff Development for teachers and classroom management

Curriculum, Instruction and Assessment

All Subjects/levels intervention (tutors, materials English and Spanish)
Technology update/ increase- Programs, tools, training, equipment, Bandwidth
Resources: Poetry, Drama, Common Assessments, Daily 5, Science, Social Studies

School Context & Organization

Student Clubs
Staff would like to be recognized by campus and district

Student Achievement

Bilingual/At-Risk Assistance (American Reading Company)
PD for behavioral studies (i.e. Autism, etc.)
Counseling for Diverse Family

Teacher Quality

CPOC - more info
full time GT position
consistency throughout campus on programs, resources, technology, information
local job fair
salary comparison

Family & Community Involvement

Online parent access and training
Parents able to provide input for school improvement
Amend Grading policy
Leader In Me Habit Implementation - Ongoing

-

Technology

Instructional Interactive Software (Istation, ELAR, Math, Science, A.R. and Renewable
Headphones (with mic)/Listening Stations
Phone in every classroom
Replacement items for all technology
More tablet-like devices
More band-width

2016-17 Campus Improvement Plan

Castroville Elementary School

Campus Profile

The staff at Castroville Elementary School include 41 teachers, 6 paraprofessionals, and 2 administrators. The student population is 48.82% White, 0% African American, 49.16% Hispanic, 0% Asian, and .84% Native American. Additionally, the campus serves 53.8% economically disadvantaged students, 7.58% special education students, and 3.20% Limited English Proficient students. Attendance rates include 0% African American, 96.0% Hispanic, 96.3% White, and 95.7% economically disadvantaged. The most current data indicate the campus has a 18.7% mobility rate.

Castroville Elementary is a small school located in Castroville, Texas and is part of the Medina Valley Independent School District. Castroville Elementary has a current enrollment of 634 students and 51 employees. The student demographic population is 50% White and 50% Hispanic and serves 53% of the students as economically disadvantaged. Castroville Elementary also serves a variety of students including Limited English Proficient which comprises 3% of the student population. Castroville met all phases of the State Assessment for the 2015-2016 Academic School year. Some of the highlights include 90% of our 4th Grade passed Math, 88% of our 4th Grade passed Reading, 96% of our 5th Grade passed Math, 93% of our 5th Grade passed Reading, and 92% of 5th Grade passed Science. While the staff will continue to work on increasing these successes, there will also be a focus on Writing as a whole campus, and exploring ways for Economically Disadvantage students to be more successful academically. At Castroville Elementary we are always looking to motivate our students to not only learn, but to be productive and successful students in and out of the classroom.

Mission and Vision

Castroville Elementary School's Mission

Castroville Elementary believes that all students have the abilities to reach success. The staff at Castroville Elementary will work to ensure that these students reach their greatest abilities and will become great contributors to our community.

Castroville Elementary School's Vision

Castroville Elementary will continue to work on building upon recent success in our academic areas of Reading and Math in 4th and 5th grade, we will strive to improve all core content areas in all grade levels. We will continue to strive to reach every student's potential both academically and emotionally and to motivate our students to be at school every day. With the support of all of our stakeholders, Castroville Elementary student's will be able to reach their fullest potential and be prepared for their next opportunity in life.

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: College and Career Readiness

District Goals: MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.

Campus Performance Objective:
Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.
Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	1.1.1 Teachers will implement the Year at a Glance Scope and Sequence, Curriculum Maps, and Frameworks for all core subjects such as TEKS Resource System. (Title I SW: 1,2) (Target Group: All) (NCLB: 1)	v	Academic Coordinator, Principal, Special Ed Teachers, Teacher(s)	(F)Title I, (L)Local Funds	August 2016-June 2017	Lesson Plans Benchmark Data Common Assessments STAAR	
2	1.1.2 Teachers will continue with the implementation of Daily 5 Reading and Daily 5 Math campus wide. (Title I SW: 1,2,3,8) (Target Group: All) (NCLB: 1,3)	ii	Academic Coordinator, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)Title I, (L)Local Districts	August 2016-June 2017	STAAR Benchmark Common Assessments STAAR (Renaissance Place)	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3 1.1.3 Teachers will be provided ample resources for the instruction of Math, Reading, Language Arts, Science, Social Studies, Fine Arts, and Physical Education. (Target Group: All) (Title I SW: 1, 2,3,8) (NCLB 1, 3)	ii	Academic Coordinator, Principal, Special Ed Teachers, Teacher(s)	(F)Title I, (F)Title IIA , (L)Local Districts	August 2016-2017	Benchmarks Teacher Developed Tests Forethought documentation of state mandates	
4 1.2.1 Student progress will be monitored through a variety of resources including but not limited to: • Response to Intervention • Daily 5 Pensive Notebooks • Classroom Walkthroughs • STAR Enterprise • Accelerated Reader • Benchmarks/Common Assessments • STAAR • TELPAS • AEIS • Envision • Read Naturally • Classroom assessments and Teacher observation • Grade Level Student Success Plans • iStation • Texas School Tools • Big Brainz • Education Galaxy PK Instructional Screener (Title I SW: 3,6,8,9,10) (Target Group: All) (NCLB: 1,2)	ii, v vii	Academic Coordinator, Counselor(s), Principal, Reading Specialist, Special Ed Teachers, PK HQ teacher aide Teacher(s)	(F)IDEA B, (F)Title III, (L)Local Districts, (S) Title I, PK HQ Funding Grant	August 2016-June 2017	Progress Monitor Data	
5 1.2.2 Campus Performance Objective Committee (CPOC) will meet on a monthly basis to : • approve staff development • Oversee campus budget • Review campus improvement plan (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 1,2,4)	ii v	Academic Coordinator, Principal, Reading Specialist, Social Worker, Special Ed Teachers, Teacher(s)	(F)Title I, (L)Local Districts	September 2016- May 2017	Sign-in Sheets Agendas Minutes Teacher Input Parent input	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
6	1.3.1 Teachers will continue to implement Daily 5 Reading and Daily 5 math in grade K-5 and be provided trainings/staff development. (Title I SW: 3,4,8,9) (Target Group: All) (NCLB: 1,2)	ii v	Academic Coordinator, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)Title I, (F)Title IIA , (L)Local	August 2016-June 2017	STAAR Common Assessments STAR Accelerated Reader Benchmarks iStation Think Through Math	
7	1.3.2 Staff will provide a comprehensive review of the Math TEKS. Training's, resources, and strategies will be reviewed and adjustments will be made as necessary. (Title I SW: 2,3,4,6,8,9,10) (Target Group: All) (NCLB: 1,2)	ii v	Academic Coordinator, Principal, Teacher(s)	(F) Title I	August 2016-June 2017	STAAR Benchmarks Common Assessments Teacher Observations/Analysis STAR Think Through Math	
8	1.4.1 Teachers will continue learning and receiving training with the Fundamental five concepts in their classroom including the focus on: • Framing the Lesson • Powerwalks • Frequent,Small group, purposeful talk about learning • Recognize and Reinforce • Write Critically (Title I SW: 3,4,8,9,10) (Target Group: All) (NCLB: 1)	v	Academic Coordinator, Counselor(s), Principal, Reading Specialist, Teacher(s)	(F)Title I, (F)Title IIA , (L)Local	August 2016-June 2017	STAAR Benchmarks Common Assessments STAR Walkthroughs	
9	1.4.2 Teachers will utilize various methods to increase rigor and relevance in daily instruction through staff developments. (Title I SW: 2,3,4,8) (Target Group: All) (NCLB: 1,2)	v	Academic Coordinator, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)IDEA B, (F)Title I, (F)Title IIA , (L)Local	August 2016-June 2017	STAAR Benchmarks Common Assessments STAR iStation Think Through Math Walkthroughs Teacher developed Assessments	
10	1.5.1 Master schedule will be developed to include an intervention time were tutors can work with at-risk students in grades K-5. (Title I SW: 3,9,10) (Target Group: All) (NCLB: 1,2)	v	Academic Coordinator, Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)Title I, (F)Title IIA, (L)Local	August 2016-June 2017	STAAR Benchmarks Common Assessments STAR iStation Think Through Math	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
11	1.5.2 Castroville Elementary will increase student achievement through a variety of resources including but not limited to: EnVision STAR iStation Region IV materials Intervention tutors Countdown to STAR Reading, Math, Writing Daily in-school intervention Reading Specialist STEMSCOPE BrainPop Big Brainz Education Galaxy Texas Curriculum Management Program Cooperative Texas STAAR Resource and STAAR Preparation PK Instructional Screener (Title I SW: 8,9,10) (Target Group: All) (NCLB: 1,2)	ii v	Academic Coordinator, Principal, Reading Specialist, Special Ed Teachers, PK HQ staff Aide, Teacher(s)	(F)IDEA B,(F)Title I, (S) PK HQ Funding Grant (L)Local	August 2016-June 2017	Data from specific programs	
12	1.5.3 Castroville Elementary will utilize effective instructional strategies in Science for PreK-5 including: Schoolwide utilization of Science Labs 40% labs in all science classes Upgrade of inventory of science nonconsumables in the labs Collaboration on IEP's between the classroom teacher and special education teacher Building academic vocabulary Texas Curriculum Management Program Cooperative. (Title I SW: 3,4,5,7,8,9,10) (Target Group: All) (NCLB: 1,2)	ii v	Academic Coordinator, Principal, Special Ed Teachers, Teacher(s)	(F)IDEA B, (F)Title I, (F)Title IIA ,(L)Local	August 2016-June 2017	STAAR Common Assessments Benchmarks Teacher Developed tests	
13	1.5.4 Castroville Elementary will identify the 3-Tier process which will include programs, interventions,and timelines for expected outcomes. Documentation of goals, strategies, and outcomes for movement between Tiers will be documented in the RTI process. (Title I SW: 1,6,7,8,9,10) (Target Group: All) (NCLB: 1,2,3)	v	Academic Coordinator, Principal, Reading Specialist, Teacher(s)	(F)Title I, (L)Local	August 2016-June 2017	RTI documentation BOY, MOY, EOY screening results Benchmarks STAAR Common Assessments	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
14	1.5.5 Gifted and Talented Services: All teachers will complete the 30 hours for G/T certification. All teachers will complete the 6 hour annual update. G/T students will be cluster grouped in classrooms and will receive differentiated instruction within the classroom. G/T students will attend an enrichment program at least Once a week. Services for G/T students will be reviewed and updated. (Title I SW: 3,9,10) (Target Group: GT) (NCLB: 1,3)	i iv	Academic Coordinator, Counselor(s), Principal, Teacher(s)	(F)Title I, (L)Local, (S)State	August 2016-June 2017	Documentation of G/T certification and 6 hours annual update Documentation of differentiated instruction on Lesson Plans	
15	1.6.1 Vision 2020 will be communicated to all students, parents, and community. Fifth graders will work with the Vision 2020 by researching college and career opportunities and setting goals based on their interests. A STEM fair will be utilized for grades 3-5. Post High School careers will be enhanced as students visit the Post Office, Fire Department, Medina Valley Rehabilitation Center and participate in presentations by the school nurse. On Wednesday's, students will wear their favorite college shirt. (Title I SW: 2,6) (Target Group: All) (NCLB: 5)	v	Counselor(s), Principal, Academic Coordinator, School Nurse, Teacher(s)	(F)Title I, (S)Local Funds	September 2016-June 2017	Goals and presentation from research	
16	1.6.2 Selected qualifying 5th grade students will receive accelerated 6th grade math instruction at the middle school. (Title I SW: 2,3,6,9,10) (Target Group: 5th) (NCLB: 3,5)	v	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (L)Local,	April 2017-June 2017	STAAR Teacher developed assessments	
17	1.1.4 The Bilingual Program will be clearly defined and fully implemented with support from the District Curriculum and Bilingual Coordinator. Qualification for the program requires a parent consent, Bilingual certified teacher at each grade level. Early exit transitional model. LPAC committee will monitor student progress each year. Yearly LPAC training will be provided by District Curriculum and Bilingual Coordinator. Differentiated instruction will be documented on lesson plans. Teachers will include ELPS documentation and strategies. (Title I SW: 4, 6, 9, 10) (Target Group: LEP) (NCLB: 2)		Academic Coordinator, Bilingual/ESL/Curriculum Coordinator, Principal, Teacher (s)	(F) Title I, (F) Title IIIA	August 2016-June 2017	IPT TELPAS STAAR Benchmarks Common Assessment.	

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: Campus Culture

District Goals: MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:
Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	2.1.1 All teachers will attend "Capturing Kids Hearts" training and will fully implement the program. Each class will develop a Social Contract that will be posted in the classroom. (Title I SW: 4) (Target Group: All) (NCLB: 4)	iv	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (F)Title IIA, (S)State	August 2016-June 2017	Capturing Kids Hearts certificate of completion	
2	2.1.2 Castroville Elementary will take proactive steps to prevent bullying: Announcements will feature The Character Network Program Reinforcement through counseling and classroom lessons. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Social Worker, Teacher(s)	(F)Title I, (S)State, (L) Local	August 2016-June 2017	Discipline Committee evaluation of program Parent participation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	2.1.3 Character building programs will be installed throughout the school year. Students will receive rewards for positive deeds and will be entered into "pep rally" drawings and presentations. Teachers will reinforce good character traits throughout the school year. (Title I SW: 6,8,9,10) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Reading Specialist, Social Worker, Special Ed Teachers, Teacher(s)	(F)Title I, (L)Local , (S)State	August 2016-June 2017	Teacher observation Forethought	
4	2.1.4 Campus will promote campus and patriotic pride through various programs and activities. (Target Group All) (NCLB 4)	vi	Academic Coordinator, Principal, Counselor, Social Worker, Headstart Aide, PK HQ Staff Aide, Teachers	(F)Title I, (F)Title IIA , (L)Local Districts, (S) PK HQ Grant Funding	August 2016 - June 2017	Community participation in programs.	
5	2.2.1 Castroville Elementary will provide a location for parents to come and volunteer and complete various tasks provided by office staff and teachers. Parent volunteer training will be held to better inform parents of the opportunities to help including: (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 4)	vi	Academic Coordinator, Counselor(s), Social worker, Principal, Teacher(s)	(F)Title I, (F)Title IIA , (L)Local, (S)State	September 2016-June 2017	Volunteer participation Sign-in Sheets	
6	2.2.2 Castroville Elementary campus website will be updated regularly to help inform parents of the various activities and opportunities to volunteer at school including: PTO Meetings parent conferences HeadStart Visits Parental Involvement Committee Award Ceremonies Texas Public School Week Family Picnic Park Day Field Trips (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	vi	Academic Coordinator, Counselor(s), Principal, Teacher(s)	(F)Title I, (L)Local, (S)State	August 2016-June 2017	Volunteer participation Daily campus sign-in sheet	
7	2.2.3 Required parental involvement components for Title 1 will be fully implemented. Annual parent meetings will be held to review and discuss changes for the Title 1 compact and the parental involvement policy. Annual meeting to review the Campus Improvement Plan. Parent representatives will serve on DWAC and CPOC. Participation in effective schools evaluation process. (Title I SW: 6) (Target Group: All) (NCLB: 1)		Academic Coordinator, Counselor, Principal, District Parental Involvement Specialist	(F)Title I, (L)Local, (S)State	August 2016-June 2017	Sign-in sheets End of Year Title 1 Evaluation	
8	2.3.1 Castroville Elementary students will offer various programs to be viewed by community members. (Title I SW: 6,9,10) (Target Group: All) (NCLB: 4)	vi	Academic Coordinator, Principal, Teacher(s)	(L)Local, (S)State	September 2016-May 2017	Community participation in Programs	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	2.3.2 Students will participate in various opportunities to help the community including but not limited too: Sock drive for Castroville Rehabilitation and Nursing home Box Top collections Jump rope for Heart Medina County Food Pantry (Title I SW: 6,10) (Target Group: All)	iii	Academic Coordinator, Counselor(s), Social Workers, Teacher(s)	(F)Title I, (L)Local Districts	August 2016-June 2017	Evaluation of community services activities	
10	2.4.1 The community education program will be continued and enhanced: A parent center with computer access, academic information, and guides for various personal well being will be available. (Title I SW: 6,10) (Target Group: All) (NCLB: 1,2)	vi	Counselor(s), social worker	(L)Local, (F) Title I	August 2016-June 2017	Sign-in sheets for community education program	
11	2.5.1 Partnerships with community and business members: Castroville Public Library (activities as requested and summer program) DWAC and CPOC representatives PTO Mentor teachers Guest speakers Local organizations (donation of school supplies) STEM Fair (Title I SW: 6,10) (Target Group: All) (NCLB: 1)	vi	Academic Coordinator, Counselor(s), Principal, District Parental Involvement Specialist Teacher(s)	(F)Title I, (L)Local	August 2016-June 2017	Documented list partnerships	

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: Student Safety and Health

District Goals: MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	3.1.1 Campus code compliance, ADA, and campus upgrades will be coordinated with the Maintenance Director and continuously be monitored. (Title I SW: 10) (Target Group: All) (NCLB: 4)	vii	Principal	(L)Local Districts	August 2016-June 2017	Status of ADA plan	
2	3.1.2 Custodial services will be monitored and feedback will be provided through evaluations. (Title I SW: 10) (Target Group: All) (NCLB: 4)	vii	Principal	(L)Local Districts	August 2016-June 2017	Periodic evaluation/Copy to Central Office	
3	3.1.3 Campus beautification: Landscaping and cleaning upgrade of picnic tables. Labeling of Buildings. (Title I SW: 10) (Target Group: All) (NCLB: 4)	vii	Principal, Academic coordinator, Teachers, Counselor, Social Worker	(F) Title I, (L)Local Districts, (S)State	August 2016-June 2017	Completion of Projects	
4	3.2.1 Budget parameters and staff ratios will be developed through the unified planning process with input from Leadership team. (Title I SW: 10) (Target Group: All) (NCLB: 4)	iv	Principal	(L)Local Districts	August 2016-June 2017	Budget Staffing Ratios	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	3.3.1 Scheduled drills will be held: Fire Drills - monthly Lockdown Drills - quarterly Bad Weather Drills - quarterly Site Evacuation Drills - once a semester Headstart bus evacuation drills (Title I SW:7,10) (Target Group: All) (NCLB: 4)	vii	Academic Coordinator, Counselor(s), Principal, Headstart Teacher, Headstart Teacher Aide, PK HQ Teacher Aide Teacher(s)	(F)Title I, (S) PK HQ Grant Funding (S)State	August 2016-June 2017	Documentatino of Drills	
6	3.3.2 Campus safety committee will meet to review procedures and modify any changes necessary monthly. (Title I SW: 8,9,10) (Target Group: All) (NCLB: 4)	vii	Academic Coordinator, Counselor(s), Principal, School Nurse, Special Ed Teachers, Headstart Teacher, Headstart Teacher Aide, PK HQ Aide Teacher(s)	(F)Title I, (S) PK HQ Grant Funding (L)Local	August 2016-June 2017	Documention of meeting minutes Sign-in Sheets	
7	3.3.3 The Crisis Management Plan will be updated with current staff members and all staff will be trained. (Title I SW:7,10) (Target Group: All) (NCLB: 4)	vii	Academic Coordinator, Counselor(s), Principal, School Nurse, Teacher(s)	(F)Title I, (L)Local Districts,	August 2016-May 2017	Updated Crisis Management Plan	
8	3.3.4 Campus volunteers will attend a volunteer training with backgroud check approval. All volunteers and visitors will have their valid state/government issues ID scanned with the raptor technology system and print out a pictured visitor badge. (Title I SW: 6) (Target Group: All) (NCLB: 4)	vii	Counselor(s), Principal, Teacher(s)	(L)Local Districts, (S)State	August 2016-June 2017	Sign-in sheets Retrieval of Visitor bagess Volunteer participation	
9	3.3.5 A radio will be located in every building to ensure communication in the event of an emergency or the intercom system malfunctions. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	vii	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (L)Local Districts, (S)State	August 2016-June 2017	End of year communication evaluation	
10	3.4.1 Monitor student enrollment and report to Central office on a weekly basis. (Title I SW: 10) (Target Group: All) (NCLB: 4)	i	Principal, Registrar	(L)Local Districts, (S)State	August 2016-June 2017	Weekly view of enrollment	

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: Staff Development

District Goals: MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core compentencies among instructional staff.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	4.1.1 Castroville Elementary will recruit certified state regulated staff by sending administrators, as well as faculty members to job fairs in the spring. Staff recommendations and observation of student teachers/substitutes are other avenues that will be utilized. (Title I SW: 5) (Target Group: All) (NCLB: 3)	iv	Principal	(L)Local Districts	January 2017-June 2017	All staff meeting state certification requirements and on file with Human Resources.	
2	4.1.2 Castroville Elementary will retain certified state regulated personnel: Mentor provided for mininum one year Grade Level Chairperson - daily mentor Exchange Days Various activities/celebrations for staff. (Target Group: All)	iv	Academic Coordinator, Counselor(s), Principal, PTO	(L)Local, (S) State, (F) Title II	August 2016-June 2017	Campus Review	
3	4.2.1 Staff development will be provided for Gifted and Talented for all teachers for their annual 6 hour update. (Target Group: All)	i iv	Principal, Academic Coordinator	(F)Title I, (S) State, (L) Local	August 2016-December 2016	Documentation of training hours and certificates	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	4.2.2 Staff development will be provided through various avenues such as but not limited to web casts, on-line webinars, peer training, workshops, and DVD's. (Title I SW: 3,4,5) (Target Group: All) (NCLB: 3)	viii	Principal, Academic Coordinator, Counselor, Social Worker	(F) Title I, (F)Title IIA , (S)State	August 2016-June 2017	Documentation of training hours certificates	
5	4.2.3 Required staff development topics will be presented and documented, including: Sexual Harassment Child Abuse and Neglect Drug Free Workplace Chapter 37 Employee Handbook FERPA Blood Borne Pathogens G/T 6 hour training (Title I SW: 4) (Target Group: All)	iv	Principal	(L)Local Districts	August 2016	Sign-in sheets Certificates Signed documentation	
6	4.2.4 All staff will complete the Parental Involvement training to meet NCLB (Title I SW: 4,10) (Target Group: All) (NCLB: 3)	vi	Academic Coordinator, Principal, District Parental Involvement Specialist	(F)Title I, (L) Local	October 2016	Certificate through Edivate	
7	4.2.5 Provide various forms of training for the various technological devices including but not limited to: Kindles Nabi 2 Mimio's (Title I SW: 4,9) (Target Group: All) (NCLB: 3)	viii	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (L)Local Districts, (S) State	August 2016-June 2017	Documentation of sign-in sheets	
8	4.3.1 Castroville Elementary faculty will receive appropriate trainings including but not limited to annual LPAC training, parent training prior to the beginning of the year LPAC meeting. (Title I SW: 4,10) (Target Group: LEP) (NCLB: 2)	i	Academic Coordinator, Bilingual/ESL/Curriculum Coordinator	(F)Title I, (F)Title IIA (F)Title III, (L)Local	September 2016	Sign-in Sheets Certificates	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	4.3.2 Castroville Elementary will be trained or continue training in strategies relevant to stated district/campus priorities and initiatives in order to address the needs of all students. Staff Development opportunities will include: Capturing Kids Hearts Crisis Prevention Intervention G/T hour update STEMSCOPE - reSTART Lead4ward on-line training modules Health plans for specific medical conditions Parental Involvement Reporting Child Abuse AESOP Online Daily 5 Reading/Math Fluency - Math/Reading Forethought AWARE STAAR Eduphoria AWARE EnVision Renaissance Enterprise Project Share Think Central Tumble Books Rigor and Relevance Fundamental 5 BrainPop PK Instructional Screener (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 1)	i iv	Academic Coordinator, Counselor(s), Principal, Reading Specialist, Social Worker, Headstart Aide, Headstart, PK HQ Teacher Aide, School Nurse, Special Ed Teachers, Teacher(s)	(F)Title I, (F)Title IIA (L)Local , (S) State (S) State HQ PK Grant Funding	August 2016-June 2017	Sign-in Sheets Certificates Walkthroughs Campus Needs Assessments	
10	4.3.2 Castroville Elementary faculty will receive training to help students become more successful writers. Staff Development opportunities will include: Trail of Bread Crumbs Writing Training (Title I SW: 1,2,4,9,10) (Target Group: All) (NCLB: 1)	i iv	Academic Coordinator, Principal, Reading Specialist, Teacher(s)	(F)Title I, (F)Title IIA, (L)Local	August 2016-June 2017	Sign-in Sheets Certificates Walkthroughs Campus Needs Assessment	

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: Technology

District Goals: MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendy and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	5.1.1 Technology integration will be required and monitored through walkthroughs and observations of teacher/student use including but not limited to: Computers used for individualized learning Document camera Flip video camera Mimios Interactive tablets Student Response Systems Scanner Video Conferencing equipment InFocus Projectors Kindles Nabi 2 Laptops (Title I SW:1,2,9,10) (Target Group: All) (NCLB: 1)	viii	Academic Coordinator, Counselor(s), Principal, Headstart Aide, Headstart Teacher, PK HQ Teacher Aide, Reading Specialist, Teacher(s)	(F)Title I,(L)Local, (S) State, (S) PK HQ Grant Funding	August 2016-June 2017	Campus Surveys Walkthrough Documentation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	5.1.2 Students will have various forms of technology to use in the classroom including but not limited to: Mimios Nabi 2 Kindles iPad Laptops Desktop Computers Student Response Systems (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1)	viii	Academic Coordinator, Principal, Special Ed Teachers, Teacher(s)	(F)Title I,(S)State, (L) Local	August 2016-June 2017	Walkthrough Documention	
3	5.1.3 Teachers will receive various forms of staff development on any and all technology devices throughout the year. (Title I SW: 1,4,9,10) (Target Group: All) (NCLB: 3)	viii v	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (F) Title II, (L) Local (S) State	August 2016-June 2017	Sign-in Sheets Observations	
4	5.2.1 Teachers will be provided the appropriate resources to continue to build the Fine Arts programs including but not limited to: music equipment, microphones, stage lighting. (Title I SW: 9) (Target Group: All)	viii	Academic Coordinator, Principal, Teacher(s)	(F)Title I, (L)Local (S) State	August 2016-June 2017	Observation Campus wide performances	
5	5.2.2 A parent resource center will be established for parents to have access for various resources provided by the counselor, teachers, and administrators. (Title I SW: 1,6,9,10) (Target Group: All)	vi	Counselor(s), Principal, Teacher(s)	(F)Title I,(S) State, (L) Local	August 2016-June 2017	Visitors sign -in log	
6	5.3.1 Teachers will provide information to appropriate staff member to update campus website on a bi-monthly basis. (Target Group: All) (Title I SW: 9)	viii	Principal, Academic Coordinator, Counselor, Social Worker, Reading Specialist, Headstart Aid, Headstart Teacher, PK HQ Teacher Aide, Teachers	(F)Title I, (L)Local (S) State, (S) PK HQ Grant Funding	August 2016 - June 2017	Monthly review of website	

2016-17 Campus Improvement Plan for Castroville Elementary School

Area of Focus: Student Discipline

District Goals: MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.

Campus Performance Objective: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement a rewards systems to encourage positive behaviors and citizenship.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	6.1.1 State training and reporting measures regarding use of restraint will be adhered to and enforced. (Title I SW: 9,10) (Target Group: SPED) (NCLB: 4)	iii	Principal, Special Ed Teachers, Teachers, Academic Coordinator	(F)IDEA B, (F)Title I, (L)Local Funds	August 2016-June 2017	Restraint Data for PEIMS	
2	6.2.1 All teachers will be trained in the "Capturing Kids Heats" training and will fully implement the program. Each class will develop a Social Contract that will be posted in the classroom. (Title I SW: 4) (Target Group: All) (NCLB: 4)	iii	Principal, Academic Coordinator, Counselor, Social Worker, Teacher(s)	(F) Title I, (F)Title IIA , (L)Local Funds	August 2016-June 2017	Capturing Kids Hearts certificate of completion	
3	6.2.2 Castroville Elementary will take proactive steps to prevent bullying: Daily intercom announcements will feature The Character Network Program. Daily Words of Wisdom being announced over intercom. All aspects being reinforced through counseling and classroom lessons. (Title I SW: 1,2,6) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Teacher(s), Social Worker, Headstart Aid, PK HQ Staff Aide, Reading Specialist	(F)Title I, (L)Local Funds, (S) PK HQ Grant Funding	August 2016-June 2017	Discipline committee evaluation of program Parent participation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	6.2.3 Castroville Elementary will provide various forms of student motivation for attendance and positive actions with various activities and rewards. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)Title I, (L)Local , (S) State	August 2016-June 2017	Observance of number of students rewarded	
5	6.3.1 Character Education program will be implemented and staff will receive updated training. Increasing awareness of practicing good character traits will be the focus. Pep rallies will be held quarterly to promote positive behavior. (Title I SW: 2,10) (Target Group: All) (NCLB: 4)	iii	Counselor(s), Principal, Teacher(s)	(S) State (L) Local	September 2016-June 2017	Forethought	
6	6.4.1 Castroville Elementary will implement a rewards system for students to earn tickets for positive behaviors displayed on campus. Tickets will be entered into a monthly drawing for students to earn prizes. (Title I SW: 2) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Special Ed Teachers, Teacher(s), Social Worker, Headstart Aide, PK HQ Staff Aide, Reading Specialist	(F)Title I, (S)State, (S) PK HQ Grant Funding, (L) Local	August 2016-June 2017	Observation of number of tickets distributed	
7	6.4.2 Castroville Elementary will help encourage attendance throughout the school year with semester rewards and unannounced rewards for being present. (Title I SW: 2) (Target Group: All) (NCLB: 4)	iii	Academic Coordinator, Counselor(s), Principal, Teacher(s), Social Worker, Headstart Aide, PK HQ Staff Aide, Reading Specialist	(F)Title I, (S) State, (S) PK HQ Grant Funding, (L) Local	August 2016-June 2017	Monthly attendance meetings Semester awards Monthly Attendance Awards participation	

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Ken Center	Principal
Yvette Paredes-Gonzales	Academic Coordinator
Melissa Homann	Kindergarten Teacher
Darlene Haby	PreK/Headstart Teacher
Kimberly Boehme	2nd Grade Teacher
Laura Ortiz	3rd Grade Teacher
Valerie Perez	4th Grade Teacher
Jay Reed	5th Grade Teacher
DawnRae Groff	Special Education Teacher
Adrian Burris	Counselor
Amy Frankie	Parent Representative
Lisa Clark	1st Grade Teacher
Lynli Jones	Kindergarten Teacher

CPOC Meetings* for 2016-17			
#	**Date**	**Time**	**Location**
1	September 21, 2016	3:30	Castroville Elementary Room A7
2	October 19, 2016	3:30	Castroville Elementary Room A7
3	November 16, 2016	3:30	Castroville Elementary Room A7
4	January, 18, 2016	3:30	Castroville Elementary Room A7
5	February 15, 2016	3:30	Castroville Elementary Room A7
6	March 22, 2016	3:30	Castroville Elementary Room A7
7	April 19, 2016	3:30	Castroville Elementary Room A7
8	May 24, 2016	3:30	Castroville Elementary Room A7

* 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.



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.

- TSDS Peims Student Data Review
- TSDS Student Type by Grade, Ethnicity, & Sex
- Peims Disaggregation of Peims Student Data
- TSDS Peims Student by ADA Eligibilty & Grade
- TSDS Peims Staff FTE Summary
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
Student/Teacher Ratio	Professional Development
Staff Stability	Data shows Student Mobility is High
Early Intervention for the At-Risk Population by Tutors	Academic Support/Stipend Incentive for staff
Education Galaxy	Attendance Incentives
istation	Computer Programs targeting Math Skills ie; Big Brainz
Field Trips	

Summary of Needs (2-5 Priorities)

- Campus needs to continue with mentoring new staff members
- Campus needs to continue with Professional Training for Staff
- Campus needs to continue with attendance incentives
-
-



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 2013-2014 2014-2015 2015-2016 _____
- _____
- Simulation Data/ Benchmark _____
- _____
- TEA Accountability Rating _____
- _____
- Texas Academic Performance Report _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

-
- STAAR scores are at or above state scores in all subjects and grade levels.
- Highly qualified tutors
- Reading Specialist: pull out
- Focus Groups
- Before/After School tutoring
- Before school Istation
- Closing Performance Gaps
- Math Specialist for two days a week.
- Campus Attendence

Needs

- Math Specialist 5 days a week for each campus and tutors start erlier in the year.
- Staff Development (Math & Reading)
- Schedule(MorningTeach)
- District wide Promotion Standards, and a clear district wide grading policy.
- Measurement tool for Math & Reading K-2 TPRI or like
- Building Background through field trips, guest speakers, virtual field trips and vocabulary
- Educate parents about the STAAR test and how they can help their child.
- More computer lab time for 3-5th
- School wide strategies for test taking skills
- More tutors to service early grades for early intervention.

Summary of Needs (2-5 Priorities)

- Campus needs to continue to maximize time and resources for students to be successful in all academic areas.
- Campus needs to continue with student interventions to promote success in all academic areas.
- Campus needs to continue to provide various forms of staff development to ensure all students are successful on all academic assessments.
- Campus needs to continue to provide appropriate instructional tools for students to be successful in all academic areas.
-



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.

- Castroville Staff Survey
- Castroville Student Survey
- committee input
-
-
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
personal safety on campus	Curriculum Training for Parents
staff high expectations and rigorous/relevent instruction	Campus Callback/Assembly and Hallway Procedures
good relationships with students	Build Patriotism and School Spirit
students feel responsible for their own learning	Behavior and work habits should be added to the report card
classroom management/organization	Stronger consequences for students who habitually earn infractions

Summary of Needs (2-5 Priorities)

- Campus needs to continue to offer opportunities for parents to be involved in their childs education.
- Campus needs to continue to build campus and partiotic pride.
-
-
-



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.

- Staff FTE Summary _____
- _____
- TSDS PEIMS Staff Sounts & Totals 1) Teachers by Years of Experience _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
• Staff Quality: Highly qualified teacher based on hiring qualities	• Staff Qualify: LPC's (Learning Profesional Communities) for specfic
• Staff Quality: Strong Administration Support	• Recruitment: Comparable saleries to San Antonio School Districts
• Recruitment: Comparable salary to surrounding local districts	• Retention: To continue to support the strenghts of staff quality, recruitment, and retention
• Recruitment: Testing Results	•
• Recruitment: Top Workplace	•
• Retention: Growing from Within (Leadership Cohort)	•
• Retention: Over half of staff has been in the district for over 5 years	•
•	•
•	•
•	•

Summary of Needs (2-5 Priorities)

- Campus needs to continue with Professional Learning Communities
- Campus needs to continue to support the strenghts and staff quality, recuitment, and retention
-
-



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.

- STAAR Scores _____
- Renaissance Place _____
- YAGS _____
- Lesson Plan/Forethought _____
- Istation _____
- Education Galaxy _____
- Benchmark Test Scores _____
- Pearson Math Topic Tests _____
- Houghton Mifflin Journeys Weekly Reading Assessments _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Math specialist two days a
- Reading Specialist
- 3 computer labs-technology
- AR incentive program
- Bluebonnet Program
- Lab use before school
- Daily 5 and Café
- STAAR scores are at or above state scores in all subjects and grade levels.
- Highly qualified tutors
- before and after school tutoring

Fundamental 5

Needs

- Math specialist for tutor and resourse needs to be campus based.
- In house social worker and speech therapist is needed.
- Technology in the classroom is lacking.
- acessibility of resources for teaching/tutoring: Computer labs not available for due to GT testing
- scrap computers refurbished and placed in classrooms
- access to an expert in technology
- consistency in instruction: ie AR and Daily 5
- schedule to be more conducive to SSI grade levels.
- Start tutors earlier in the year.
- Teacher made Common Assessments so that they will follow the YAG properly.
- Staff Development in writing.

Summary of Needs (2-5 Priorities)

- Campus needs to continue to provide appropriate resources for staff and students
- Campus needs to continue to provide interventions for students to be successful in all academic areas.
- Campus needs to continue to provide staff development in various academic areas
-
-



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.

- PEIMS DEMOGRAPHIC DATA
- PARENT AND STUDENT SURVEYS
- PARENT PARTICIPATION COUNTS
- MOBILITY (15.7%) & STABILITY (84.3%)
-
- DISTRICT PARENT INVOLVEMENT POLICY
- HEADSTART PARENT/COMM. RESOURCES
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- GRANDPARENTS DAY
- FAMILY PICNIC DAY (450)
- PARENT/TEAHER CONFERENCES
- FIELD TRIP VOLUNTEERS
- BOOK FAIR VOLUNTEERS
- PARENT INVOLVEMENT TRAINING
- LUNCH WITH STUDENTS
- FASHION SHOW (110)
- THANKSGIVING LUNCHEON (460)
- AWARDS (137)

Needs

- PTO INVOLVMENT
- PARENT INVOLVMENT COMMITTEE
- SPANISH TRANSLATIONS OF COMMUNICATION
- PARENT INVOLVEMENT IN THE CLASS
- AFTER SCHOOL HOURS FOR OPEN HOUSE
-
-
-
-
-

Summary of Needs (2-5 Priorities)

- Campus needs to provide various opportunites for parents to be involved
- Campus needs to continue parental involvment meetings.
- Campus needs to provide more translations of newsletters and daily communication sent home.
-
-



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,
- 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.

- Castroville Staff Summary Reports _____
- Castroville Student Summary Reports _____
- Castroville Parent Summary Reports _____
- Duty Schedules _____
- Master Rotation Schedule _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Schoool Safety
- Staff Meetings, Committees
- Positive Teacher/Student Relationship
- Parent Communication
- Parents and students feel welcomed
- Well managed Classrooms
- Exchange Days
- Positive Learning/Working Environment
- Positive Roll Models
- Discipline

Needs

- Technology
- Food Service
- Ample Time to teach curriculum
- Consistent instructional material
- Consistent testing material, TPRI, K-2
- Discipline
- Promotion/Retention Standards
-
-
-

Summary of Needs (2-5 Priorities)

- Campus needs to continue to build on technology resources for staff and students
- Camps needs to continue to provide appropriate assessment materials for staff and students
-
-
-



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 Implementatior
- 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.

- Rennaisance Place Intervention Reports
- Individualized reports to fit each student's need for Envision
- Istation Reading Student Success and Progress Reports
- Last year's 2014-2015 CAN
- Think Through Math Intervention Data
- Istation Math Reports
- Think Central Progress Monitoring
- Education Galaxy Reports
- Envision Math Intervention
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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	**Needs**
● Continuous Use of Many Educational Advancement Programs	● More Training for the programs we have
● Great Tech in classrooms	● Develop Programs we have and use them more efficiently
● CIT support and Tech Help Desk	● Less Program Additions. We have great programs we use already
● Programs that provide data to track individual student progress	● New Computers in Building F (Green/Blue Lab by Library)
● New Computers In E Labs	● Time for free google trainer training Course is appx 180 hrs for highest
● Supportive admin who provide necessary tech on campus	● Notebooks for every class and eventually every student
● Obtaining Google Notebooks	● Someone to keep up with the updates for all computers
● Kindles and Nabis for younger grade levels	●
● Talks and movement toward Google Classroom	●
●	●

Summary of Needs (2-5 Priorities)

- Campus needs to continue with trainings over various technology equipment.
- Campus needs to continue to update various technology equipment.
- Campus needs to continue with trainings over various technology programs.

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Campus needs to continue with mentoring new staff members

Campus needs to continue with Professional Training for Staff

Campus needs to continue with attendance incentives

Student Achievement

Campus needs to continue to maximize time and resources for students to be successful in all academic areas.

Campus needs to continue with student interventions to promote success in all academic areas.

Campus needs to continue to provide various forms of staff development to ensure all students are successful on all academic assessments.

Campus needs to continue to provide appropriate instructional tools for students to be successful in all academic areas.

School Culture and Climate

Campus needs to continue to offer opportunities for parents to be involved in their childs education.

Campus needs to continue to build campus and partiotic pride.

Teacher Quality

Campus needs to continue with Professional Learning Communities

Campus needs to continue to support the strenghts and staff quality, recuitment,

Curriculum, Instruction and Assessment

Campus needs to continue to provide appropriate resources for staff and students.

Campus needs to continue to provide interventions for students to be successful in all academic areas.

Campus needs to continue to provide staff development in various academic areas

Family & Community Involvement

Campus needs to provide various opportunites for parents to be involved

Campus needs to continue parental involvment meetings.

Campus needs to provide more translations of newsletters and daily communication sent home.

School Context & Organization

Campus needs to continue to build on technology resources for staff and students.

Camps needs to continue to provide appropriate assessment materials for staff and students

Technology

Campus needs to continue with trainings over various technology equipment.
Campus needs to continue to update various technology equipment.
Campus needs to continue with trainings over various technology programs.

2016-17 Campus Improvement Plan

Potranco Elementary School

Campus Profile

The staff at Potranco Elementary School include 50 teachers, 6 paraprofessionals, and 3 administrators. The student population is 34.5% White, 3.4% African American, 55.8% Hispanic, 1.0% Asian, and 0.9% Native American. Additionally, the campus serves 45.9% economically disadvantaged students, 10.6% special education students, and 7.8% Limited English Proficient students. Attendance rates include 96% African American, 96.4% Hispanic, 96.2% White, and 46.0% economically disadvantaged. The most current data indicate the campus has a 21.9% mobility rate.

WAITING ON NEW STAAR DATA
At Potranco Elementary School there are 845 students to begin the 2016-2017 school year. The teachers and staff are committed to providing a quality educational program. As noted on the Texas Education Agency 2015 Accountability Summary Report, Potranco had many academic successes. For Index 1, Student Achievement, Potranco surpassed the target index score of 60 with and index score of 86. For Index 2, Student Progress, Potranco surpassed the target index score of 32 with an index score of 39. For Index 3, Closing the Performance Gap, Potranco surpassed the target index score of 28 with a 46. For Index 4, Postsecondary Readiness, Potranco surpassed the target index score of 12 with a 51. Areas of concentration for Potranco Elementary for 2016-2017 are areas of distinction in Reading, Math, Science, Student growth, and Closing Performance gaps. There will be an emphasis on index 2, student progress and improvement in attendance to 97%.

Mission and Vision

Potranco Elementary School's Mission
The mission of Potranco Elementary is to provide educational excellence so that every student becomes a life-long learner. Potranco staff will provide enriching learning opportunities to our diverse student population to help all students reach their full potential. Potranco Elementary will provide a safe, supportive, positive environment where students are successful in learning, and will provide instructional leadership that will guide students toward becoming productive and responsible citizens.

Potranco Elementary School's Vision
At Potranco Elementary, we want children to have a memorable, exciting and meaningful experience. Their eyes will light up with experiences that they cannot stop talking about. They will experience love and have fun learning. We want students to feel good about themselves, to have pride and to have self respect. Our students will have the best instructional program possible. They will learn using tactile and kinesthetic approaches. Lessons will be motivational, higher order and highly engaging. We will nurture their curiosity. Students will be successful and will be risk takers. Music and fine arts will be a part of their experiences.

At Potranco our children will feel safe, secure and wanted. They will know that they matter and that they are important. Our students will be appreciated and made to feel welcomed. They will want to come to school every day, because every day they are greeted with a smile and a kind heart.

At Potranco Elementary, teachers and staff will focus on children first. The teaching atmosphere will be pleasant and enjoyable. The staff will be friendly and professional. Being positive will be the key to success. The environment will be gossip free. Teachers will be honest with one another and will work to be a tight knit community. We will be a collaborative team full of energy; a place to be proud of where we enjoy coming every day.

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: College and Career Readiness

District Goals: MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.

Campus Performance Objective:
Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.

CNA Legend
- i. Demographics
- ii. Student Achievement
- iii. School Culture and Climate
- iv. Staff Quality, Recruitment and Retention
- v. Curriculum, Instruction, and Assessment
- vi. Family and Community Involvement
- vii. School Context and Organization
- viii. Technology

Resources Fiscal Legend
- (F) Federal - Title I, II, III, Perkins, IDEA B
- (S) State - Categorical
- (L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Potranco elementary will participate in District curriculum alignment activities: • Continue use of Forethought to plan lessons and ensure teacher collaboration • Item Analysis with STAAR Released tests • Identify Hot Spots for in depth focus • Create a 9 week timeline (YAG) that are updated for all subjects and all grade levels • Create and implement examplar lessons as prescribed by Focused Instructional Targets (FIT) • Teacher input to build Common Assessments • Create and implement 2 benchmarks (middle of year and simulation) for grades 2-5 (Title I SW: 2,3,4,8,9,10)	Curriculum, Instruction, and Assessment, Student Achievement	Academic Coordinator, Vice Principal Curriculum Director, Principal, Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds Title I Academic Coordinator Salary Reading Specialist Salary Head Start/PK Aide Salary $153, 268.00	August 2016	Benchmark Results Common assessment results TAPR Results Federal Report Card for Texas Public Schools PBMAS Results STAAR Results	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	Science Campus Camps will be implemented to enhance Science knowledge and vocabulary grades K through 5. • Consistent implementation of required hands on science lessons to include K-1 at 80%, 2-3 at 60% and 4-5 at 50% (Title I SW: 2,3,9,)	Curriculum, Instruction, Assessment Student achievement	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(O)Local Districts, (S)Local Funds, PTO Funds, Title 1	August-May 16-17	STAAR results	
3	A school climate comprehensive needs assessment (CNA) will be conducted by the Campus Performance Objective Committee in order to recieve input from a variety of stake holders and use data when planning student services • CPOC Meetings • Campus representation at District Wide Advisory (DWAC) Committee meetings • CPOC review of CNA (Title I SW: 2,8,10) (Target Group: All)	School Culture and Climate Family and Community Involvement School Context and Organization	Principal, Academic Coordinator, Vice Principal, Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds	Spring 2017	2015-2016 Comprehensive Needs Assessment Data 2015-2016 Parent, Student, Teacher Climate Survey	
4	Potranco will conduct an annual CNA to identify needs in the areas of • demographics • student achievment • school culture and climate • staff quality recruitment • curriculum, instruction, and assessment • family and community involvement • School context and organization • Technology (Title I SW: 2,3,5,6,8)	Demographics Student Achievement School Culture and Climate Staff quality, recruitment, and retention Curriculum, Instruction, Assessment Family and Community involvement School Context and Organization Technology	Curriculum Director, Campus Instructional Technologist, CITs, Principal, Reading Specialist, School Nurse, Social Workers, Special Ed Teachers, Teacher(s), Academic Coordinator, Vice Principal	(F)Title I, (O)Local Districts, (S)Local Funds	Spring 2017	Benchmarks TAPR STAAR Federal Report Card for Texas Public Schools RTI Parent, Student, and Teacher Surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	Potranco elementary will fully implement the RTI (Response to Intervention) protocol as part of the special education referral process. • Star Enterprise Screening • Tier I, II, and III meetings • Tier I, II, and III intervention • American Reading Company (ARC) in English and Spanish (Title I SW: 2,3,8,9,10)	Student achievement Curriculum, Instruction, assessment Technology	Academic Coordinator, Vice Principal, Principal, Reading Specialist, Social Workers, Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds, Title II, Title III	August-May 16-17	RTI Data, Star Enterprise Data, ARC data	
6	Potranco will participate in a variety of activities promoting Panther Pride including: • Friday Spirit Days • Field Days with all three elementary campuses • UIL Competition with all three elementary campuses • Field Trip collaboration with all three elementary campuses • Fifth Grade Visits to the Middle School • Math Accelerated Program (MAPS) • Middle School Administration to visit Potranco 5th graders (Title I SW: 6,10)	School Culture and Climate Student achievement Family and community involvement	Academic Coordinator, Vice Principal Curriculum Director, Principal, Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	Parent Surveys Student Surveys Teacher Surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
7	Potranco STAAR scores for Index 1 Student Achievement went from 85% in 2015 to 86 in 2016. For Index 2 Student Progress Potranco went from 47% to 39%. For Index 3 Closing Performance Gaps Potranco went from 46% to 55% and for Index 4 the scores increased from 40% to 51%. • Potranco Elementary will align curriculum to local, state, and federal standards • STAAR aligned computer assessment programs for K-5 students to assist current and future teachers and students • Curriculum resources for all subjects to include manipulative and hands on materials • Reading inventories at all grade levels in English and Spanish • Staff development on curriculum alignment, scope and sequence, instructional design and delivery, discipline management, test taking strategies, differentiated instruction and technology • State adopted materials for all students and teachers • Computer assisted instructional programs to supplement core curriculum (Title I SW: 2,3,8,9,10)	Demographics Student achievement Technology Curriculum, instruction, assessment School Culture and Climate	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(F)IDEA Special Education, (F)Title I, (F)Title III, Part A LEP, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	August-May 16-17	Benchmarks STAAR Progress Reports Report Cards Common Assessments	
8	• Potranco will purchase updated STAAR/TEKS aligned materials to make assessments and enhance instruction • Curriculum, materials, and resources for all subjects, grade levels, and STAAR preparation materials • STAAR aligned computer programs • STAAR aligned workbooks, manipulatives, online programs, and teacher materials (Title I SW: 2,3,9,10)	Student achievement Curriculum, instruction, assessment	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(F)IDEA Special Education, (F)Title I, (F)Title III, Part A LEP, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	Fall 16-17	STAAR	
9	Potranco will secure additional resources, programs, and staff development to meet the needs of students with Dyslexia. This may include Dyslexia Intervention Program (DIP) as well as the continued support of the reading specialist (Title I SW: 2,9,10)	Curriculum, instruction, assessment Student achievement Technology	Academic Coordinator, Vice Principal, Principal, Reading Specialist, Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	Fall 16-17	STAAR Benchmarks RTI Progress Monitoring Common Assessments	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
10	Potranco will purchase manipulatives and instructional materials for teachers Additional class sets of leveled readers to assist with small group and differentiation. (Title I SW: 2,3,8,9,10)	Student achievement Curriculum, instruction, assessment	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(F)IDEA Special Education, (F)Title I, (F)Title III, Part A LEP, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	Fall 16-17	STAAR Benchmarks RTI Progress Monitoring Common Assessments	
11	Eduphoria School Objects Aware will be utilized to create and analyze District Wide Benchmark Assessments. Lead4Ward reports and data will also be utilized. • STAAR results will be disaggregated and analyzed for strengths and weaknesses. • Improvement strategies and resources will be identified and utilized. • Benchmark protocols and Common Assessments will be developed and utilized to inform instruction. • A uniform District Benchmarking and Common Assessment calendar will be created and followed. • Timelines and Benchmarks revised. (Title I SW: 2,3,4,8,9,10)	Student achievement demographics Curriculum, instruction, assessment	Academic Coordinator, Curriculum Director, Principal, Vice Principal, Teacher(s)	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	August 16-17	Benchmark Results TAPR Federal Report Card for Texas Public Schools PBMAS Results STAAR Results Common Assessment Results	
12	Supplemental STAAR Prep materials in English and Spanish and in both print and online (Title I SW: 2,3,9)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic Coordinator, Vice Principal, Teachers	Local, Title 1	August 2016- May 2017	STAAR, Benchmarking, Report cards, Progress monitoring	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
13 Student progress will be monitored in order to inform instuction and guide the implementation of instructional efforts to most needed areas • Benchmarking/Common Assessments • Eduphoria School objects Aware • Benchmark Protocols • STAAR results evaluation • PBMAS Results • IPT Results • Tejas Lee • Star Enterprise • Report Card Results • Pre K/ Head Start Screeners (Title I SW: 2,3,4,8,9,10)	Student achievement Curriculum, instruction, assessment Demographics	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S) Pre K Grant	August-May 16-17	Progress monitoring data Report cards Benchmark results STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	
14 Campus wide initiatives will include • Power Walkthroughs • Exemplar Lessons as described by FIT • Campus and student STAAR goal setting • RTI process • Retired teacher tutorial program • Fundamental Five • Lead 4 Ward • Creating Lifelong Authentic Writers (CLAW) • Research, purchase, utilize and evaluate STAAR Formatted Materials • American Reading Company (ARC) in English and Spanish (Title I SW: 2,8,9,10)	School culture and climate Student achievement School context and organization	Academic Coordinator, Vice Principal, Curriculum Director, Instructional Coordinator, CITs, Principal, Reading Specialist, Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, Title II, Title III	August-May 16- 17	RTI Data STAAR Benchmarks Writing Portfolios	
15 STAAR Prep workshops, trainings, and professional development to include reading, writing, math, and science (Title I SW: 2,3,4,7,9,10)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic Coordinator, Vice Principal, teachers	Title IIA, Local, Title 1, Title 3, IDEA Special Education	August 2016- May 2017	STAAR, Benchmarking, Report cards, Progress monitoring, Common Assessments	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
16 Potranco elementary will utilize effective instructional strategies in Science Pre K-5 including: • TEKS Resource Program • Harcout Science adoption (English and Spanish) • NMST standards and lessons • Continue purchasing manipulatives to enhance instruction • Emphasis on hands on utilzation of science lab equipment • Continue upgrading inventory of science nonconsumables in the labs • Upgrade inventory of microscopes to include electric and battery • 80% lab in all K-1 science classes, 60% in all 2-3 science classes, and 50% in all 4-5 science classes • Science word walls • SRA Science lab kits • Science Race • Regularly scheduled vertical collaborative team building meetings for science • Additional science materials, supplies, and equipment for all students; including but not limited to gardens and weather station • K- 4 Outdoor science activities for all grade levels to include outdoor/ hands on lessons and materials to be completed quarterly • STAAR aligned computer assessment programs for K-5 students to assist teachers (Title I SW: 2,3,6,9,10)	Demographics Student achievement School Culture and climate Curriculum, instruction, assessment Technology	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory Title I Stemscope $1980.00 Title I TEKS Resource $4310.00	August-May 16-17	Benchmarks Progress Reports Report Cards STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
17 Students new to Potranco and students that are not meeting the standard on Benchmarks as well as special education students, Economically Disadvantaged, and ELL will need: • tutoring • school wide vocabulary program to include vocabulary from 2014-2015 and 2015- 2016 STAAR Release tests to enrich language skills of all students with an emphasis on the ELL and Special Education students • Staff trained in the Fundamental 5 to develop effective strategies that meet the needs of all students. • STAAR Parent Night resources to provide parent training on - STAAR accountability and the state student success initiative for students • Acquisition of STAAR assessment and instructional materials both online and hard copy will continue for all students to ensure that all students meet the STAAR Standard. (Title I SW: 2,3,4,6, 7,9,)	Demographics Student achievement School Culture and climate Curriculum, instruction, assessment Technology Staff quality, recruitment, and retention	Principal, Academic coordinator, Vice Principal Teachers, District curriculum staff	Local, Title 1	August - July 17	Benchmarks Progress Reports Report Cards STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	
18 Potranco elementary will implement effective research based reading/ writing methodologies for all students Pre K- 5 such as: • Houghton Mifflin Journeys Core Reading (English and Spanish) • Four blocks balanced literacy • Guided reading groups • Self selected reading • Working with words • Required word wall daily activities • Writing Process • Renaissance Accelerated Reading Program • American Reading Company (ARC) • I Station • Reading Basal trainings at the campus level (Journeys) • Regulary scheduled vertical collaborative team building meetings- Reading (Title I SW: 2,3,9,10)	Student Achievment Curriculum, instruction, and assessment Technology	Academic Coordinator, Principal, Vice Principal Reading Specialist, Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory, Title II, Title III	August-May 16-17	Summative - Progress Reports Report Cards Benchmark Results STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
19 Potranco elementary will implement effective research based math strategies for all students such as: • Envision math (English and Spanish) • Touch Math • Saxon Math • Math word walls • math fluency and vocabulary • Continue purchasing math manipulatives to enhance instruction • Utilize Target the TEKS • Fifth grade yearly math race to complete a comphrehensive review of all TEKS • Regulary scheduled vertical collaborative team building meetings for math • 20 Days to STAAR Program will be used to reinforce all TEKS • Reflex Math • Lone Star Learning STAAR Resources (Title I SW: 2,3,9,10)	Student Achievement Curriculum, instruction, and assessment School context and organization	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory Title 2	August-May 16-17	Benchmarks Progress Reports Report Cards STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	
20 Potanco elementary will implement effective Social Studies strategies relevant to the curriculum • Studies Weekly (English and Spanish) • Weekly readers • Exploring Hands on Social Studies: Where and Why • AG Fair • Regularly scheduled vertical collaborative team building meetings for social studies (Title I SW: 3,10)	Student Achievement Curriculum, instruction, and assessment	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	August-May 16-17	Benchmarks Progress Reports Report Cards STAAR TELPAS TAPR PBMAS Federal Report Card for Texas Public Schools	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
21 The 2015-2016 STAAR Index 1 Students Achievement score increased from 85% to 86%. To increase staff effectiveness and student achievement Potranco Elementary needs: • Continued participation in ongoing campus and off campus staff development in the STAAR areas of reading, writing, math, and science as well as social studies to include ABIDOS, T-TESS, Balanced Literacy, and Technology • Incentives for staff morale and attendance to target teacher retention • Funding for campus visits to learn effective strategies to increase teacher morale, increase instructional effectiveness and to learn more effective systems. • Continue participation in District Teacher Recruitment (Title I SW: 2,3,4, 5,7,9,)	Demographics Student achievement School Culture and climate Curriculum, instruction, assessment Technology Staff quality, recruitment, and retention	Principal, academic coordinator, Vice Principal teachers, assistant superintendent	Local, Title II, Title 1	August - July 17	Benchmarks Progress Reports Common Assessments Report Cards STAAR TELPAS PBMAS	
22 Potranco will continue to use Eduphoria Aware for use in benchmark development and continue to use Document tracking to assist with the development of the campus CIP (Title I SW: 10)	Technology Demographics Student achievement Curriculum, instruction, and assessment	Academic Coordinator, Curriculum Director, Principal, Vice Principal, Teacher(s)	(F)Title I, (F)Title IIA Principal and Teacher Improvement	August-September 16-17	Summative - Benchmarks STAAR	
23 Reading Inventories in all grade levels such as Dibles, Renaissance Learning, TPRI, Tejas Lee (Title I SW: 2,3,7, 8, 9,10)	Student Achievement Curriculum, instruction, and assessment	Principal, reading specialist, academic coordinator, Vice Principal	Local, Title 1	August 2016- May 2017	STAAR, Benchmarking, Report cards, Progress monitoring	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
24 Potranco will provide a comprehensive curriculum and instructional program • ELL support will be provided through supplemental instuctional materials in English and Spanish to include computer assisted instructional programs aligned to TEKS and STAAR • Culturally diverse and high interest reading materials for diverse student populations will be provided (Title I SW: 2,3,9,10)	Demographics Student achievement Curriculum, instruction, and assessment	Academic Coordinator, Curriculum Director, Instructional Coordinator, Principal, Vice Principal Teacher(s)	(F)Title III, IDRA will provide staff development for blingual teachers, Part A LEP, (O)Local Districts, (S)Local Funds, Title II, Title 1	August-May 16-17	Summative - STAAR Student Surveys	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
25 Potranco Elementary will clearly identify the three tier model of intervention strategies and programs for Reading and Mathematics. Star Enterprise will be used as a universal screener and benchmark assessment for RTI. Tier 1: Classroom based and skills based interventions • Houghton Mifflin Journeys Adoption • EnVision • Relex Math • I Station • Think Through Math • Balanced Literacy: read alouds, shared reading, shared writing, interactive writing, independent reading, independent writing Tier 2: Campus based Diagnostic and prescriptive interventions • Star Enterprise Intervention Resources • EnVision Intervention Resources • Reading Specialist Interventions • Small Groups • Houghton Mifflin Journeys Leveled Readers and intervention resources Tier 3: Campus programs addressing developmental deficits. • Hougton Mifflin Journeys • Tutoring Program • Reading Specialist Intervention • A+ Anywhere Learning System Self Pacing Computer Assisted Instruction (Title I SW: 2,3,8,9,10)	Student achievement Curriculum, instruction, and assessment School context and organization	Academic Coordinator, Principal, Vice Principal Reading Specialist, Teacher(s)	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	August-May 16-17	RTI Data	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
26 The RTI Intervention process will be continued, and reviewed for level of implementation and areas of improvement. • K- 5 Star Enterprise Screening for Reading and Math • Scheduled Intervention Meetings as needed • RTI documentation process • Staff Training • 504/Intervention • I Station • Think Through Math Reflex Math • End of Year Follow-up (Title I SW: 2,8,9,10)	Student achievement Staff quality, recruitment, and retention Curriculum, instruction, and assessment	Academic Coordinator, Principal, Vice Principal Reading Specialist, Teacher(s)	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Compensatory	August-May 16-17	RTI Data	
27 A comprehensive continuum of special education services will be available at Potranco Elementary. • Additional services from District Math Specialist • Wilson Reading • Saxon Math • EnVision Math • A+ Anywhere Learning System Self Paced Computer Assisted Instruction • On Grade Level State Adopted Texts and Materials (Title I SW: 2,3,10)	Demographics Curriculum, instruction, and assessment Student achievement	Academic Coordinator, Director of Special Education, Principal, Vice Principal Special Ed Teachers	(F)IDEA Special Education, (O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	PBMAS STAAR STAAR ALT AYP Special Pops	
28 All teachers will be eligible to teach students identified as gifted and talented by providing enrichment and differentiated instruction within the classroom to targeted students in specific content areas Differentiated and challenging materials for GT students District Wide GT Coordinator will provide support services (Title I SW: 3,10)	Demographics Staff quality, recruitment, and retention Curriculum, instruction, and assessment	Academic Coordinator, Curriculum Director, Student Success Specialist, Vice Principal, GT Coordinator Principal, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	Teacher roster listing all GT certified teachers	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
29 The Bilingual Program will be clearly defined and fully implemented • Early exit transitional model • Specific program design options • Staff developement provided • Ensure that Bilingual Materials are available as needed for all subjects • Yearly LPAC training provided by Curriculum Director (Title I SW: 3,4,9,10)	Demographics Staff quality, recruitment, and retention	Academic Coordinator, Curriculum Director, Instructional Coordinator, Principal, Vice principal	(F)Title III, IDRA will provide staff development for bilingual teachers, Part A LEP, (O)Local Districts, (S)Local Funds Title 1, Title 2	August-May 16-17	STAAR TELPAS IPT	
30 Potranco will provide instructional support to meet the intervention and enrichment needs of students through: • resource • Head Start. Pre K • Reading Specialis • GT • Special Education • RTI • Bilingual • Multi-sensory lab (Title I SW: 2,9,10)	Demographics Student achievement Curriculum, Instruction, and assessment	Academic Coordinator, Director, Vice Principal, Reading Specialist of Special Education, Principal, Special Ed Teachers	(F)IDEA Special Education, (F)Title III, Part A LEP, (O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	Summative - RTI TELPAS STAR Enterprise	
31 Text books and campus curriculum for all subjects and grade levels (Title I SW: 2,3, 7, 9,)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic coordinator, teachers, Vice Principal	Instructional allotment, Title 1	August 2016- May 2017	STAAR, Benchmarking, Report cards, Progress monitoring	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
32 Potranco will provide instructional support to meet needs of all students • Summer school program will be used for grades Pre- K to 5 and 3-5 STAAR students • research and purchase additional computer assisted programs for struggling students • Curriculum instructional apps for all grade levels • Updated computer programs and equipment for campus CIT • Updated computer program for technology curriculum • Google Classrooms (Title I SW: 2,3, 7, 9,10)	Student achievement Staff quality, recruitment, and retention Technology Curriculum, instruction and assessment	Academic Coordinator, Curriclum Director, Vice Principal, Instructional Coordinator, Director of Special Education, Principal, Reading Specialist, Special Ed Teachers	(F) IDEA Special Education, (F) Title 1, (O) Local Districts, (S) Instructional Materials Allotment, (S) Local Funds, (S) Optional Extended Year Funding, (S) State Compensatory	August - June 16-17	STAAR Benchmarking Report Cards RTI Progress Monitoring	
33 Potranco will provide instructional support to meet students needs • continue upgrading science equipment and technology • continue to enhance reading hands on materials to support the balanced literacy program through the use of manipulatives and leveled readers • use of social studies maps, globes, computer programs • author visits, webinars, webcasts, guest speakers • instruments and additional art supplies (Title I SW: 2,3, 7, 9,)	Student achievement Curriculum, instruction, and assessment	Academic Coordinator, Principal, Vice Principal, Teacher(s)	(F) IDEA Special Education, (F) Title 1, (O) Local Districts, (S) Instructional Materials Allotment, (S) Local Funds, (S) State Compensatory	August- May 16-17	STAAR	
34 Student surveys will be conducted to determine library book wish list, and additional library books Build up Media Library	School culture and climate student achievement	Academic Coordinator, Principal, Teachers, Vice Principal	(O) Local Districts, (S) Local Funds, Title 1	September 16-17	Summative- Surveys	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
35 Strong career and college prep programs will be established through campus counselors • College Prep activities in all classroom grades Pre-K- 5 • Counselor weekly sessions • Create and fund a Potranco Robotics team to compete in local and State competitions • After school clubs • Student Council • Community Service Projects (Title 1 SW: 3,6,10)	Student achievement Family and community involvement School culture and climate	Academic Coordinator, Counselor(s), Prinicpal, Teacher(s), Vice Principal	(O) Local Districts, (S) Local Funds, Title 1	August- May 16-17	Comprehensive Needs Assessment Data	
36 Potranco Elementary will emphasize programs that enhance preschool to 16 initiatives including: • Career and College Prep • Head Start • Parent training and parent involvment • School Readiness Integration Plan with community partners and community Head Start Programs (Title 1 SW: 6,7,10)	Family and community involvement Student achievement	Academic Coordinator, Principal, Teacher(s)	(F) Title 1, (O) Local Districts, (S) Local Funds Title I Parent Conference $268.00	August- May 16-17	Summative- Program Evaluation by students and teachers	
37 Career Awareness activities will be integrated into the curriculum Pre- K- 5 through campus counselors • Career Day • Guest Speakers (Title 1 SW: 6, 10)	Family and Community involvement Student achievement	Academic Coordinator, Principal, Teacher(s), Vice Principal, Counselors	(O) Local Districts, (S) Local Funds, Title 1	Spring 16-17	Summative- Comprehensive Needs Assessment	
38 Potranco will purchase differentiated and challenging materials for all GT students (Title I SW: 2,3, 6, 7, 9,)	Demographics Student achievement	Counselor(s), Teacher(s), GT Coordinator	Local	August- May 16- 17	STAAR	
39 UIL Resources and Materials (Title I SW: 2,3, 7, 9,)	Student achievement	Academic Coordinator, Principal, Teacher(s), Vice Principal	Local, Title 1	Fall 16-17	UIL Meet	
40 Computer based programs for reading, math, science, social studies, language arts, STAAR Prep, and interventions (Title I SW: 2,3, 5, 7, 9, 10)	Student Achievement Curriculum, instruction, and assessment	Principal, academic coordinator, teachers, Vice Principal	Local Title 1	August 2016- May 2017	STAAR, Benchmarking, Report cards, Progress monitoring, Common Assessments	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
41	Tutoring and intervention programs available for students in all grade levels Pre K - 5 and in all content areas. Tutoring and intervention programs to be available for the entire school year duration. This is to include ELL students, high mobility students, and at risk / struggling students (Title I SW: 2,3, 7,)	Student achievement School culture and climate	Principal, Academic Coordinator, Vice Principal, Teacher(s)	Title II, Title 1	Spring 2017	STAAR Benchmarking Report Cards Common Assessments	
42	Individualized writing plans will be created and utilized in each grade level. This will help ensure that the district writing plan (Creating Lifelong Authentic Writers) is fully implemented (Title I SW: 2,3, 7, 9,)	Student achievement Curriculum, instruction, and assessment	Principal, Academic Coordinators, Teacher(s), Curriculum Coordinator, Vice Principal, 4th grade Writing Teachers	Local, Title 1	August- May 2016-2017	STAAR Benchmarking Student Writing Folder	
43	Consistent implementation of time requirements for hands on science experiments and lessons. Lab and field time requirements for K-1 is 80%, for 2-3 is 60%, and for 4-5 is 50% (Title I SW: 2,3, 7, 8, 9,)	Student Achievement Curriculum, instruction, and assessment	Principal, academic coordinator, Vice Principal, teachers	Local, Title 1	August 2016- May 2017	STAAR, Report cards, Progress monitoring	
44	Staff training and professional development for all grade levels in math, reading, writing, science, social studies, capturing kids hearts, and technology (Title 1 SW: 2,3,4,9)	Curriculum, instruction, and assessment Student achievement	Principal, Academic Coordinator, Vice Principal, Teachers	Title 1, Local District Funds,	June 2016- June 2017	STAAR	
45	Fundamental Five training and resources (Title I SW: 2,3,4, 5, 7, 9,)	Students achievement Curriculum, instruction, and assessment	Curriculum Coordinator Principal, Academic Coordinator, Teachers, Math Coordinator, Vice Principal	Local, Title 1, Title 2	August 2016 - 2017	STAAR, Benchmarking, Report cards	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
46 Students that are not meeting the passing standard on Benchmarks as well as special education students will need: • Balanced Literacy Resources to ensure guided reading leveled instruction • American Reading Company (English and Spanish) • Students incentive programs to reward milestone achievements • Spanish and English STAAR Supplemental instructional materials • Google Classrooms • Infusion of technology in the classroom • Reading Specialist instructional interventions • Teacher training in STAAR Prep for Reading, Math, Writing, and Science (Title I SW: 2,3,4, 7, 9,10)	Demographics Student achievement School Culture and climate Curriculum, instruction, assessment Technology Staff quality, recruitment, and retention	Principal, academic coordinator, teachers, district curriculum department, Vice Principal	local, local district Title I, Title II, Title III	August- July 17	Benchmarks Progress Reports Report Cards STAAR TELPAS PBMAS Federal Report Card for Texas Public Schools	
47 Assessment materials for all content areas in both English and Spanish (Title I SW: 2,3, 7, 8, 9,10)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic coordinator, teachers, Vice Principal	Title 1, Local, Curriculum Director, Title 3	August 2016- May 2017	STAAR, Benchmarking, Common Assessments	
48 Supplemental instructional materials available in print and digitally to coincide with state adopted curriculum in English and Spanish (Title I SW: 2,3,7, 9,10)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic coordinator, Vice Principal, teachers	Local Title 1, Title 3	August 2016- May 2017	STAAR, Benchmarking, Report cards, RTI, Progress monitoring	
49 Balanced literacy resources, materials, training, and manipulatives to supplement state adopted materials and build balanced literacy program (Title I SW: 2,3, 7, 9,)	Student Achievement Curriculum, instruction, and assessment	Principal, Academic coordinator, teachers, Vice Principal	Local, Title 1, Title 2	August 2016- May 2017	STAAR, Benchmarking, Report cards, RTI, Progress monitoring	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
50	New Student Intervention Program	Student Achievement Curriculum, instruction, and assessment Demographics	Principal, Academic Coordinator, Vice Principal, teachers	Local, Title 1	August 16- May 17	STAAR results Benchmark Results Common Assessment Results Progress Monitoring Student Surveys	
51	Keyboarding curriculum K-5	Student Achievement Curriculum, instruction, and assessment	Principal, Academic coordinator, vice principal, CIT	Local, Title 1	August 2016- June 2017	Keyboarding grades	
52	Training in Reading instructional strategies. Purchase supplementary reading materials for all students including but not limited to at risk and ELL students	Students achievement Curriculum, instruction, and assessment	Principal, vice principal, academic coordinator, reading specialist, teachers	Local, title I, Title II, Title III	August 16- August 17	Staar, common assessments, benchmarks, grades, star enterprise	

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: Campus Culture

District Goals: MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:
Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Potranco will utilize a state of the art Marquee purchased by PTO to display important events, dates, etc. that pertain to Potranco Elementary and the District. • welcoming decor in foyer • beginning of the year meet and greet night (Title I SW: 10)	School culture and climate Family and Community involvement	Academic Coordinator, Principal, Vice Principal PTO, Teacher(s)	(O)Local Districts, (S)Local Funds, Title 1	August-July 16-17	Work orders for upgrades and maintenace will be submitted	
2	Continue the annual DWAC/CPOC needs assessment to survey staff, parents, and students (Title I SW: 6)	School context and organization Family and Community involvement	Academic Coordinator, Vice Principal Curriculum Director, Principal	(O)Local Districts, (S)Local Funds, Title 1	April-May 16-17	Summative - Surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	Potranco will utilize " How to fill your duffle bag" for staff recognition and team building (Title I SW: 10)	School Culture and climate Staff quality, recruitment, and retention	Academic Coordinator, Principal	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	Teacher surveys	
4	A consistent method of acknowledging campus partners and supporters will be developed and implemented • Thank you notes • Certificates • Newsletter Acknowledgement • Local Newspaper acknowledgement (Title I SW: 10)	School culture and climate Family and community involvement	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(O)Local Districts, (S)Local Funds, Title 1	August 16-17	Available list of Campus Partners	
5	A representative committee will be established to develop a comprehensive parental involvement plan and post the plan on the District website. • PTO Academic Focus • Helping Hands to be expanded to develop a cadre of classroom assistants • Guest Book Readers • Career Day • Cultural Events (Title I SW: 6,10)	School culture and climate Family and Community involvement	Academic Coordinator, Counselor(s), Principal, PTO, Vice Principal Teacher(s), District Family/ Parent Involvement Coordinator	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	Title 1 Program Evaluation	
6	Required parental involvement components for Title I will be fully implemented. • Annual parent meeting • Title I compact • Parent participation on CPOC and in planning activities • Participation in effective schools evaluation process • LPAC parent representative (Title I SW: 6,10)	Family and Community Involvement	Academic Coordinator, Director of Federal Programs, Principal, Teacher(s), District Family/ Parent Involvement Coordinator	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	End of Year Title 1 Evaluation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
7	Parental notification requirements of Section 504 and Special Education will be strictly implemented and monitored, including: • Parent Rights Booklet • Access to parent rights information through the Campus website • Parent rights information in Student Handbooks (Title I SW: 6)	Family and Community Involvement	Academic Coordinator, Director of Special Education, Principal, Vice Principal Special Ed Teachers	(F)IDEA Special Education, (O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	2013-2014 Status of parental notification	
8	Resources will be developed and enhanced to facilitate communication with parents. • Campus/ teacher websites • Skyward/ Slyalert • E-mail • Parent surveys to be offered in print and online • LPAC parent member • Monthly Campus Newsletter • Class Newsletter • 3 week progress reports • Twice a year parent conferences • Teacher/Parent Communication agenda • parental training on how to access grades using the parent portal • purchase parental involvement materials and supplies to be used for parent training on STAAR, grading policies, and Title 1 meetings • Parent workshop on STAAR expectations • Funds for parents to attend conferences and training • Parent Survey Completion with hard copy and online option (Title I SW: 6)	Family and Community involvement Student achievement Technology	Academic Coordinator, Campus Instructional Technologist, Counselor(s), Principal, Vice Principal, District Family/ Parent Involvement Coordinate	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	End of Year Survey on parent communication efforts included in CNA	
9	All required parent involvement activities included in federal program guidelines will be implemented, including advisory councils for: • Safe and Drug Free Schools • School Health Advisory Commitee • Title 1 • Migrant (Title I SW: 6)	Family and community involvement School culture and climate	Academic Coordinator, Counselor(s), Director of Federal Programs, Principal, Vice Principal, Vice Principal	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	End of Year Title 1 Evaluation End of Year PBMAS	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
10 Potanco will provide an environment fostering Panther Pride: • Funding for Christmas Program- props, lights, tree, decorations • STAAR Rally Night for students and parents • Mid-year Parent open house night • Library volunteers • LPAC parent member • Area in the cafeteria for parents and students to eat lunch together to promote a more welcoming atmoshere • staff celebrations and recognitions • School Wide Attendance Incentive Plan for staff and students • Parent/ Grandparent mentor program • Parent/ Child Game Night • Graduation supplies for Pre K, K, and 5 (Title I SW: 6)	Family and community involvement Student achievement School culture and climate	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title I, (F)Title III, Part A LEP, (O)Local Districts, (S)Local Funds	August-May 16-17	Summative - Parent surveys	
11 Potranco will build strong relationships with the PTO by collaborating on the Budget Finance and Fundraising committee (BFF) (Title I SW: 6)	Family and community involvement	Academic Coordinator, Principal, Vice Principal PTO, Teacher(s)	(O)Local Districts, (S)Local Funds, Title 1	August and January 16-17	End of Year Projects and Field Trips	
12 Potranco will look into purchasing parental involvement materials and supplies to be used for parent training on STAAR, grading policies, and Title 1 meetings. Funding for parents to attend conferences and trainings will be available. (Title I SW: 6)	Family and Community Involvement	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	Parent surveys	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
13 Potranco Elementary will plan and schedule events which include parents in the education of their children. • Parent/Student Orientation • Parent Conferences (1st and 3rd Nine Weeks) • PTO Meetings (Annual Parent/Teacher Meet and Greet) • Parent Training • Library Family Nights • STAAR Parent Night • Public School Week • Family Picnic • Annual Fall festival continues to grow and improve • Christmas Program • Talent Show • Angels and Elves • After school activities for students (Math, Science, Reading, Robotics) • Continue UT Health Science Center Partnership • Community Garden • Open House • Continue Service Learning projects • Spanish and English information sent home (Title I SW: 6)	Family and Community involvement School culture and climate	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	Calendar of Events will be kept and analyzed to determine success rate of events	
14 Character Education activities through the classroom guidance program will include an emphasis on service. (Title I SW: 3,10)	Student achievement School Culture and climate	Counselor(s), Principal, Teacher(s), Vice Principal, Academic Coordinator	(O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	Review and monitor classroom guidance lessons weekly	
15 Family literacy and parental support programs will be provided for at-risk families,including: • Parenting classes • Communities in Schools • PTO-Literacy Training (Title I SW: 6,10)	Family and Community involvement	Parental Involvement Liaison, Vice Principal Principal, PTO, Academic Coordinator	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	End of Year Status of Activities	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
16 Partnerships with community and business members will be continued and be enhanced: • Participation in District and campus planning activities • Grants and events • Guest Presenters • Chamber of Commerce and Community organizations • Community and Business Student Incentives • UT Health Science Center Partnership • Angels and Elves • PTO Partnership to continue enhancing library materials (Title I SW: 6,10)	Family and Community involvement School culture and climate	Academic Coordinator, Counselor(s), Principal, PTO, Vice Principal Teacher(s)	(O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	Available list of Campus Partners	
17 Service options will be investigated and developed for: • alternatives to alternative placements and suspensions • grants • student organizations • Flag Raisers • Math, Science, Reading Student Clubs (Title 1 SW: 10)	Family and community involvement Student achievment	Academic Coordinator, Parental Involvment Liaison, Principal, Teacher(s), Vice Principal	(O) Local Districts, (S) Local Funds, Title 1	August- May 16-17	Review end of year Chapter 37 referrals	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
18 STAAR school wide attendance goal is 98%. Parent participation in school events is strong with parent conferences above 90% with a goal of 100%. PTO membership for teachers and parents is at approximately 40% with a goal of 70%. To improve attendance, parental involvement and PTO membership the following are needed: • Teacher and Students attendance incentive programs such as pizza, ice cream, gift certificates, movie passes, trophies, gift cards, toys, bikes, electronics, extra planning period, lunch • Campus beatification resources for projects to include a school garden • STAAR Parent Night resources to provide parent training on STAAR accountability and the state students success initiative for students • Motivational and education student, teacher, and parent guest speakers • Continue new teacher participation in Capturing Kids Hearts training • School wide attendance incentive plan (Title I SW: 2,3,4, 5, 6 7, 9,)	Family and community involvement Student achievement School culture and climate	Principal, academic coordinator, teachers, Vice Principal	Local, Title 1	August- May 16-17	End of Year Attendance Percentage	
19 Beautification of school campus to include school garden	Family and Community involvement School culture and climate	Principal, academic coordinator, teachers, Vice Principal	Local, Title 1	August- May 16-17	End of Year Status of Activities	
20 Additional learning opportunities through Guest speakers, webcasts, and webinars (Title I SW: 2,3, 7, 9,)	Family and community involvement Student achievement School culture and climate	Principal, Academic coordinator, PTO, Teachers, Counselors, Vice Principal	Local, PTO, Title 1	August- May 16-17	Calendar of Events, Student and parent surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
21	STAAR Parent Night to include resources and trainings for parents on state assessments for students in grades 3-5 (Title I SW: 2,3, 6, 7, 9,)	Family and community involvement Student achievement School culture and climate	Principal, academic coordinator, Vice Principal	Local, Title 1	August- May 16-17	Parent surveys, STAAR	
22	Designated lunch area for families in the cafeteria (Title I SW: 6)	Family and Community involvement School culture and climate	Academic coordinator, Vice Principal	Local, Title 1	August- May 16-17	Parent surveys	
23	Communication to families to be offered to parents in both English and Spanish. (Title I SW: 2,3,6, 7, 9,)	Family and Community involvement School culture and climate	Principals, academic coordinator, Vice Principal	Local district, Local, Title 1	August- May 16-17	Parent surveys	
24	Surveys available as hard copies and online (Title I SW: 2,3, 6, 7, 9,)	Family and Community involvement School culture and climate	Principal	Local district	August- May 16-17	Percentage of completed surveys	
25	End of Year Evaluations for Specials Programs (Title 1 SW: 1,4)	School Culture and Climate School Context and Organization	Principal, Vice Principal, Academic Coordinator, teachers	Local, Title 1	August- May 16-17	Staff surveys, Master Schedule	
26	Structured parent volunteer program (Title 1 SW 6)	Family and Community Involvement School Culture and Climate	Principal, Academic Coordinator, Vice Principal, teachers	Local, title 1	August- May 16-17	End of year evaluation	
27	After school exercise/ fitness class	School Culture and Climate	Principal, Teachers, Staff	Local	August- May 2017	Staff survey	

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: Student Safety and Health

District Goals: MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Landscaping will be upgraded • Tree planting • Picnic tables • Head Start Funded PreK playground • Head Start Funded Canopy • Signage • Soccer and football field • Baseball Field • Sprinker System • Air Conditioned Gym • Brush cleaning (Title 1 SW: 2, 3)	School context and organization	Director of Facilities & Maintenance, Principal	(O)Local Districts, (S)Local Funds	June-September 16-17	Work orders for service will be analyzed periodically	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	Duty times beginning earlier than 7:15 to monitor students who may arrive to campus earlier	Staff quality, recruitment, and retention Curriculum, instruction, and assessment	Principal Instructional Coordinator	Local	August- May 16-17	Staff survey, master schedule	
3	Potranco will provide safe and sufficient facilities • classroom furniture, computers, and supplies will support enrollment for teachers and Specials staff such as library, PE, and Art • udated plaground equipment such as swings, slides, monkey bars, soccer balls, hulla hoops, and basketballs will be used • Mounted In Focus Machines in all classrooms for safety purposes	School context and organization	Director of Facilities & Maintenance, Principal, PTO	(O)Local Districts, (S)Local Funds	August-May 16-17	Periodic evaluationf of services Status of code compliance Work orders analyzed periodically	
4	Potranco will look into purchasing updated appliances for teacher workroom • microwave • refrigerator • snack machine	School context and organization	Principal	(O)Local Districts, (S)Local Funds	September-October 16-17	Purchase Reciepts	
5	Potranco Elementary will ensure ADA compliance of facilities. (Title 1 SW: 10)	School context and organization	Director of Facilities & Maintenance, Principal	(O)Local Districts, (S)Local Funds	August-July 16-17	Status of ADA Plan	
6	All required facility codes will be monitored and addressed as needed. (Title 1: SW 10)	School context and organization	Director of Facilities & Maintenance, Principal	(O)Local Districts, (S)Local Funds	August-July 16-17	Status of Code Compliance	
7	Once a month Fire Drills Quarterly lockdown drills Quarterly bad weather drills Quarterly site evacuation drills (Title 1 SW: 10)	School context and organization	Academic Coordinator, Vice Principal, Principal, Teacher(s)	(O)Local Districts, (S)Local Funds, title 1	August-May 16-17	Completion of all planned drills	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
8	Potranco Elementary will update the crisis management plan and insure all staff has been trained. (Title 1 SW 4, 10)	School context and organization	Principal	(O)Local Districts, (S)Local Funds	August 16-17	A debrief of all fire drills, site evacuation drills, bad weather drills, and lockdown drills will occur after each drill	
9	Each teacher will maintain a web-page (Title 1 SW: 4)	Technology	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	August-May 16-17	Teacher's websites will be reviewed and updated quarterly	
10	Surveillance equipment and/or other security measures will be considered for use to secure the physical plant • An improved intercom system that reaches all outdoor areas and portable buildings	School context and organization	Assistant Superintendent(s), Principal, Superintendent(s)	(O)Local Districts, (S)Local Funds	Spring 16-17	Equipment purchased as needs arise	
11	Monitor enrollment and report to Central Office Title 1 SW: 1,2,3,10)	School context and organization Demographics	Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	Review the 22/1 student teacher ratio monthly	
12	Potranco visitors will complete background checks and utilize the Raptor security system	School context and organization	Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	Summative -	
13	Meet with Central Office Staff to discuss 2016- 2017 planning as well as 2017- 2018 planning. (Title 1 SW: 1,2,3,4,5,6,7,8,9,10)	School context and organization Student achievement	Principal	(O)Local Districts, (S)Local Funds	Spring 16-17	Evaluation of needs met	
14	Funding for additional safety and security on and around campus. This may include, but is not limited to the front entrance area	School context and organization	Principal	Local	August- May 16-17	Equipment purchased as needs arise	
15	Intercom system: Improvement needed for all calls leading outdoors and to the portable buildings	School context and organization	Assistant Superintendent(s), Principal, Superintendent(s) Director of Facilities and Maintenance	Local district	August- May 16-17	Work orders for service will be analyzed periodically. Equipment purchased as needs arise	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
16	Potranco will look into purchasing additional materials and equipment to provide additional safety and security. This may include walkie talkies, and/ or a speaker system for outside areas and cafeteria	School context and organization	Principal	Local	August- May 16-17	Equipment purchased as needs arise	
17	Potranco incorporates a consistent organizational structure that includes a Campus Performance and Objective Committee to involve staff in decision making. To continue an organizational structure that positively impacts teaching and learning we need: • Additional safe playground areas and equipment • Duty times to include times earlier than 7:15 • Library open times • Adjust master schedule to eliminate conflict with end of day planning period	School context and organization Curriculum, instruction, and assessment	Assistant Superintendent(s), Principal, Superintendent(s) Director of Facilities, Maintenance	Local district	August- May 16-17	Work orders for service will be analyzed periodically. Equipment purchased as needs arise	

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: Staff Development

District Goals: MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core compentencies among instructional staff.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Potranco will monitor student growth. • Weekly grade level and class counts will be submitted to central office administration. (Title I SW: 9)	Demographics	Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	Class counts will not exceed the 22 to 1 student, teacher ratio	
2 The Campus will recruit and retain applicants who are highly qualified • weekly grade level meetings • grade level mentor • retired teacher mentor • grade level chair assistance • staff incentives for attendance • continue utilzing power walks to provide staff feedback (Title I SW: 3,4,10)	Staff quality, recruitment, and retention School culture and climate	Academic Coordinator, Assistant Superintendent(s), Principal, Vice Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title 1	August-May 16-17	100% highly qualified teachers will be on staff	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	Campus based mentors • mentor program will include monthly meetings with new staff, campus mentors, and adminsitration to provide focused support • all new teachers will be provided opportunities to attend targeted staff development (Title I SW: 3,4)	Staff Quality, recruitment, and retention	Academic Coordinator, Assistant Superintendent(s), Principal, Vice Principal Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds Title II Mentors $7000.00, Title 1)	August-May 16-17	Mentor meetings with principal will be conducted to gauge their effectiveness	
4	Potranco will be represented and participate in district recruiting efforts at Job Fairs (Title I SW: 3,5)	Staff quality, recruitment, and retention	Academic Coordinator, Assistant Superintendent(s), Principal, Vice Principal Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title 1	Spring 16-17	Teachers and administrative staff will participate in recuiting of highly qualified teachers in 2015-2016	
5	Keep a low student/teacher ratio in the general ed and special ed classes (Title I SW: 9)	Demographics Student achievement	Assistant Superintendent(s), Director of Special Education, Principal, Superintendent(s)	(F)IDEA Special Education, (O)Local Districts, (S)Local Funds	August-May 16-17	Review student/teacher ratio monthly	
6	Provide more support and specials faculty to support the growing enrollment including: fine arts, music, PE, and inclusion assistants/teachers for special education (Title I SW: 9,10)	Staff quality, recruitment, and retention	Assistant Superintendent(s), Director of Special Education, Principal	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	STAAR	
7	Continue the Academic Coordinator positions (Title I SW:) (NCLB: 2,3,4,5,6,7,8,9,10)	Curriculum, instruction, and assessment Staff quality, recruitment, and retention	Assistant Superintendent(s), Director of Federal Programs	(F)Title I, (O)Local Districts, (S)Local Funds	August-June 16-17	STAAR Scores	
8	Continue the reading specialist and math specialist at the elementary schools (Title I SW: 3,9)	Staff quality, recruitment, and retention Curriculum, instruction, and assessment	Assistant Superintendent(s), Director of Federal Programs, Principal, Superintendent(s)	(F)Title I, (O)Local Districts, (S)Local Funds	August-May 16-17	STAAR Scores	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	Continue ongoing training for bilingual teachers and for all staff. (Title I SW: 3,4,10)	Curriculum, instruction, and assessment Staff quality, recruitment, and retention	Principal, Vice Principal, Academic Coordinator Superintendent(s), Bilingual training with IDRA	(F)Title IIA Principal and Teacher Improvement, (F)Title III, Part A LEP, (O)Local Districts, (S)Title 1	August-June 16-17	STAAR Scores TELPAS	
10	Potranco will recruit and retain qualified personnel • add more time in the elementary campuses for the social worker • hire tutors as needed to supplement instruction for the growing at risk student population • continue hiring aids for both the Pre K and Head Start classes • Continue fine arts. music position • Full time librarian and aide (Title I SW: 2,3,7,9)	Staff quality, recruitment, and retention	Assistant Superintendent(s), Superintendent(s), Principal, Vice Principal, Academic Coordinator	(F)Title I, (O)Local Districts, (S), Title II	August-June 16-17	STAAR Benchmarking RTI Star Enterprise Report Cards	
11	Potranco will hire qualified professionals: • Potranco will look into: • additional special education teachers to meet the needs of the growing population, including the inclusion population • Hire a full time tutor to assist STAAR grades • Tutoring and intervention programs available for students in all grade levels Pre K - 5 and in all content areas. Tutoring and intervention programs to be available for the entire school year. • Potranco will look into adding a learning lab to allow both general education and special education students. (Title I SW: 2,3,5,9)	Staff quality, recruitment and retention Student achievement	Assistant Superintendent(s), Director of Special Education, Principal	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Title II, Title I	August-May 16-17	STAAR Benchmarking Progress Monitoring Report Cards	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
12 Required staff development topics will be presented and documented, including: • Sexual Harassment • Child abuse and neglect • Drug Free workplace • Chapter 37 • Employee Handbook • FERPA • Blood Borne pathogens • Parent Involvement Training • Gifted and Talented • Fundamental Five • American Reading Company (ARC) in English and Spanish (Title I SW: 4)	School culture and climate	Assistant Superintendent(s), Principal	(F)Title IIA Principal and Teacher Improvement (O)Local Districts, (S)Local Funds Title I PIES Training $$440.00 Title II, Title III	August 16-17	Beginning of the year checklist will be used to ensure that all required staff development topics have been covered	
13 Staff development will be planned, implemented and monitored to develop the following core competencies. Effective strategies for multi-cultural and non traditional students: • ESL methodologies across the curriculum • 30 hours of G/T training and updates for all teachers • RTI (Intervention) process and strategies including the 3 tiered process • New TEKS training • New Curriculum Training • Teacher Appraisal training and resources (Title I SW: 2,4,9,10)	Student achievement Staff quality, recruitment, and retention	Curriculum Director, Instructional Coordinator, Principal, Reading Specialist	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds Title III	August-May 16-17	Agendas will be developed and filed to be used at the end of year Comprehensive Needs Assessment	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
14 Staff development will be planned, implemented and monitored to develop the following core competencies. Building a School Community: • All teachers will complete 3 days of "Capturing Kids' Hearts" training • TBSI • Book studies: D moments,Rigor and Relevance, The Fundamental 5, Space and Places • Bilingual conferences such as SAABE, TABE, and NABE • GT conferences • T-TESS training • TEPSA • Assessment conference • American Reading Company- ARC) in English and Spanish (Title I SW: 4)	Staff quality, recruitment, and retention	Principal	(F)Title IIA Principal and Teacher Improvement, (F)Title III, Part A LEP, (O)Local Districts, (S)Local Funds	August-July 16-17	Agendas will be developed and filed to be used at the end of year Comprehensive Needs Assessment	
15 Potranco will hire substitutes and provide funding as needed to allow for specialized training for the growing diverse student population, and allow teachers to attend professional development and observe other teachers on and off campus(Title I SW: 3)	Staff quality, recruitment, and retention	Assistant Superintendent(s), Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	August-May 16-17	STAAR	
16 Potranco will provide subs for teachers to attend parent involvement conferences and trainings. (Title I SW: 4,6)	School culture and climate	Assistant Superintendent(s), Principal	Local	August-May 16-17	Conference and Training agendas	
17 Weekly Grade Level Meetings will be conducted. • Minutes will be submitted to the principal. • Minutes will be posted with the weekly bulletin. Collaboration on recess schedules Collaboration on curriculum and instruction (Title I SW: 8)	Students achievement	Principal, Teacher(s)	(O)Local Districts, (S)Local Funds	August-May 16-17	Campus principal will review minutes for academic focus	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
18 Staff development will be planned, implemented and monitored to develop the following core competencies. • Reading/Writing Across all content areas • Academic Vocabulary • Balanced Literacy • STAR Enterprise • Houghton Mifflin Journeys, Studies Weekly, EnVision (Title I SW: 4,10)	Curriculum, instruction, and assessment Student achievement Technology	Academic Coordinator, Principal, Vice Principal Reading Specialist, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds Title II ABYDOS $1000.00, Title I	August-May 16-17	Agendas will be developed and filed for analysis at the end of year Comprehensive Needs Assessment	
19 Staff development for teachers and administrators will be planned, implemented and monitored to develop the following core competencies. Using assessment for evaluation, informing instruction and progress monitoring, including: • Benchmark assessments and protocols • STAAR results analysis • Star Enterprise Screening • Evaluating student work • Diagnostic and prescriptive assessment tools • Eduphoria School Objects Aware • Star Enterprise Reading Test • TEKS Trackers/ Math, Science & Reading • T- TESS Evaluations • Instructional Leadership Development • Teks Resource • Dyslexia Intervention Program (DIP) • Targeted Core Subject training • American Reading Company- ARC (English and Spanish) (Title I SW: 3,4,8,10)	Curriculum, instruction, and assessment Technology Student achievement Staff quality, recruitment, and retention	Academic Coordinator, Principal, Vice Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title I, Title II, Title III	August-July 16-17	Agendas will be developed and filed to be used at the end of year comprehensive needs assessment	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
20 Staff development will be planned, implemented and monitored to develop the following core competencies. Technology Competencies and use of technology in instruction: • --Competency protocol developed by the Campus technology committee • --Use of Mimio Interactive • --Use of Pixel Document Cameras • --Use of Laptop Computer Carts • --Campus based training through CIT • --Attend Annual Technology Conference • --IPADS • --MOBI's • Apple TV's • Smartboards • Mac Books, I Macs • Edecational appa (Title I SW: 3,4)	Technology	Academic Coordinator, Campus Instructional Technologist, Principal, Vice Principal, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, Title I (S)State Funds	August-July 16-17	Agendas will be developed and filed to be used at the end of year Comprehensive Needs Assessment	
21 Staff members will be trained in strategies relevant to stated District and Campus priorities and initiatives • Capturing Kids Hearts • All teachers certified Gifted and Talented • Bilingual Staff Training • Vocabulary development • Weekly Grade Level meetings • TEKS Overview science, math, language arts, and social studies • English language proficiency (ELPS) training for all teahers • Test taking strategies • Think Through Math training • Star Enterprise training • AR training • T-TESS training • Fundamental 5 Training • ABIDOS training • Destiny training • American Reading Company (Title I SW: 3,4)	Staff quality, recruitment, and retention Curriculum, instruction and assessment Technology	Academic Coordinator, Principal, Vice Principal, Binlingual training through IDRA	(F)Title IIA Principal and Teacher Improvement, (F)Title III, Part A LEP, Title I(O)Local Districts, (S)State Funds	August-July 16-17	Summative - Administration observation of strategies DANA Walkthroughs	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
22 Significant targeted strategies and training will be implemented to ensure academic improvement among all demographic subgroups as measured by AYP. • Science Labs • Enhanced inventory of Science Nonconsumable Supplies • Pixel Document Cameras for easy access of presentations. • Mimeo interactive technology to access websites for presentations. • Enhanced inventory of microscopes to inculde electronic and battery operated. • Mobile Laptop Computer Carts for use in science labs. • Vocabulary Focus • Hands on Tactile Instruction • High Levels of Rigor/ Blooms Focus • Computer Generated Instruction • Math and Science Tutors • Envision Math • Singapore Math • Parental Education through the use of informational pamphlets • PTO Parent Night meetings to keep parents informed • IPADS • MOBI's (Title I SW: 2,3,4,9,10)	Technology Students achievement Family and Community involvement	Academic Coordinator, Principal, Vice Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)State Funds Title I Title II Singapore Math $995.00	August-July 16-17	2014-2015 AYP Results	
23 Bi- Weekly Faculty Meetings will be conducted. (Title I SW: 4)	School culture and climate Staff quality, recruitment, and retention	Academic Coordinator, Principal, Vice Principal Teacher(s)	(O)Local Districts, (S)Local Funds, Title I	August-May 16-17	Weekly agendas will be filled for review	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
24	Staff development will be planned, implemented and monitored to develop the following core competencies • Study of the TEKS • Effective instructional strategies • Technology Competencies • Vertical/ Horizontal Alignment activities (Title I SW: 3,4)	Curriculum, instruction, and assessment	Academic Coordinator, Principal, Vice Principal Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title I	August-July 16-17	Agendas will be filed to be used at the end of year Comprehensive Needs Assessment	
25	Staff development will be planned, implemented and monitored to develop the following core competencies. The new teacher Induction/Mentor program will continue and be enhanced based upon evaluation and needs assessment data. • Campus mentor assignment • Retired mentor teacher • Grade level chair support (Title I SW: 4)	School culture and climate Staff quality, recruitment, and retention	Academic Coordinator, Principal, Vice Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title I	August-May 16-17	Agendas will be developed and filed to be used at the end of the year Comprhensive needs assessment	
26	Potranco will enhance core competencies: • Potranco will budget for off-campus visits to other districts for professional development • additional training on state adopted materials (Title I SW: 4)	Staff quality, recruitment, and retention Student achievement	Academic Coordinator, Principal, Vice Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds, Title I	August-May 16-17	STAAR	
27	Potranco will utilize Edivate for continued staff development opportunities (Title I SW: 4)	Student achievement Staff quality, recruitment, and retention	Principal, Academic Coordinators, Vice Principal, Teacher(s)	Local, Title I	August- May 16-17	Agendas will be developed and filed to be used at the end of year Comprehensive Needs Assessment	
28	Continue the library aid position for all students Pre K- 5 (Title I SW: 2, 7, 10)	Staff quality, recruitment, and retention	Principal, Teacher(s), aid	Title 1, Local	August- May 16-17	End of year Title 1 Evaluation	
29	Continue with the Pre K/ Head Start aid position (Title I SW: 2,7,10)	Staff quality, recruitment, and retention	Principal, Teachers, aid	Title 1, Local	August - May 16-17	End of year Title 1 evaluation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
30	Funding for substitutes for campus visits that may occur off campus and/ or out of district (Title I SW: 2,4, 5, 7, 9,)	Curriculum, instruction, and assessment Staff quality, recruitment, and retention	Principal, academic coordinator, teachers, Vice Principal	Local district, Title I	August- May 16-17	Agendas will be developed and filed to be used at the end of the year Comprhensive needs assessment	
31	Continuation of workshops / staff development opportunities in school wide initiatives. This may include ABIDOS, Balanced Literacy, Technology, Campus Vocabulary Program, DIPS, and T-TESS (Title I SW: 2,3,4, 5, 7, 9,10)	Staff quality, recruitment, and retention Curriculum, instruction and assessment Technology Students achievement	Principal, academic coordinator, Vice Principal, teachers	Local District, Local title II, Title I	August 16- July 17	STAAR, Benchmarking	
32	Staff development for reading, math, science, social studies, language arts, and STAAR Prep (Title I SW: 2,3,4, 5, 7, 9,10)	Staff quality, recruitment, and retention Curriculum, instruction and assessment Students achievement	Principal, academic coordinator, Vice Principal, Assistant superintendent	Local district, Local Title II, Title I	August 16- July 17	STAAR, Benchmarking	
33	District personnel decision making for additional staff including another special education teacher and curriculum specialist (Title I SW 1, 2, 3, 4, 5, 8, 9)	Staff quality, recruitment, and retention Curriculum, instruction and assessment Students achievement	Assistant superintendent	Local district	August 16- July 17	STAAR, Teachers and administrative staff will participate in recruiting of highly qualified teachers in 2015-2016	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
34 Potranco has a growing population increasing from 667 at the start of 2014- 2015 school year to 807 at the start of 2015-2016 school year. Enrollment continued to grow with 845 students at the start of the 2016-2017 school year. The 2015-2016 STAAR Index 1 Students Achievement score increased from 85% to 86% in 2016. To increase staff effectiveness and student achievement Potranco Elementary needs: • Continued participation in ongoing campus and off campus staff development in the STAAR areas of reading, writing, math, and science as well as social studies to include ABIDOS, T-TESS, Balanced Literacy, and Technology • Incentives for staff morale and attendance to target teacher retention • Funding for campus visits to learn effective strategies to increase teacher morale, increase instructional effectiveness and to learn more effective systems. • Continue participation in District Teacher Recruitment (Title I SW: 2,3,4, 5, 7, 9,10)	Staff quality, recruitment, and retention Curriculum, instruction and assessment Technology Students achievement	Principal, academic coordinator, Vice Principal, Assistant superintendent	Local, Local district Title II, Title I	August 16- July 17	STAAR, Benchmarking, Common assessments	
35 Training in Reading Instructional strategies. Supplementary Reading materials for all students including but not limited to at risk and ELL students	Staff quality, recruitment, and retention, Student achievement	Principal, Academic coordinator, vice principal, Reading Specialist, teachers	Local, Title I, Title II, Title III	August 16- 17	STAAR, Common Assessments, Benchmarks, grades, star enterprise	

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: Technology

District Goals: MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendy and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 All teachers will develop proficiency in the 8 competencies identified by the Campus technology committee in order to utilize skills in planning and implementing instructional activities. • STAR Chart Completion • Attendance at campus technology training • Attendance at Annual State Technology Conference • Skyward training for all staff (Title I SW: 3,4)	Staff quality, recruitment, and retention Technology	Campus Instructional Technologist, Principal, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	August-July 16-17	• Training Calendar will be reviewed at the end of the year to be able to make adjustments where needed. • End of year log of teacher competencies. • STAR Chart for campus results.	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	Technology integration activities will be encouraged and included in the Campus curriculum and monitored through lesson plans and classroom observations. Each teacher will have the basic technology tools to present lessons utilizing computer assisted instruction, projected lessons, the internet and computer stations. (Title I SW: 2,3, 7, 9,)	Technology Curriculum, instruction, and assessment	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	Lesson plans will be reviewed weekly and feedback will be ongoing.	
3	On-line and electronic resources will be available for staff and effectively utilized in instruction. • Discovery Education Streaming Services • Instructional software and programs • Access to internet for instructional purposes • Video conferencing and instruction • Webcast/ Webinar funding (Title I SW: 3,10)	Technology Student achievement	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	August-May 16-17	End of Year Inventory of available online resources for teachers as a part of the annual CNA.	
4	Potranco will improve and expand on technology. Funding for new technology across the campus to support learning. • replace outdated desk top and laptop computers as needed • additional computer memory • Kindle Fires, IPAD Minis, Learn Pads, and Nabis's to be used in classrooms by students and teachers • Campus wide WIFI • IPADS, laptops, Apple TV's, smartboards, document cameras • Keyboards for computer labs and classrooms • Listening center, IPAD dock (Title I SW: 2,4,8)	Technology	CITs, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	August-July 16-17	End of year inventory will be conducted to determine needs.	
5	Potranco will work to provide addition computers and/or computer labs to better meet the needs of our growing population (Title I SW 2,8)	Technology Student achievement	Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	Spring 16-17	End of year inventory will be conducted to determine needs.	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
6	The campus goal will be: • Four student computers w/ furniture for each class. • One in-focus machine per class • One elmo per grade level (Pixel Document Camera) • Mimeo Interactive (Three for 5th Grade Science and one each for 3rd and 4th) • All Digital projectors mounted • Interactive Tablets • Teacher webpages • Build up media Library- DVS's, E Readers (Title I SW: 10)	Technology	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds Title I In-focus Machines $1455.00	Spring 16-17	End of year inventory will be conducted to determine needs.	
7	On-line and electronic resources will be available to students and utilized effectively: • Computer assisted instruction • On-line courses/distance learning • Electronic field trips • On-line and electronic resources for research • Digital Knowledge Central (Title I SW: 2,9)	Technology Student achievement Curriculum, instruction, and assessment	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds Title I CAI $3200.00	August-May 16-17	End of Year Inventory of available online resources for students as a part of the annual CNA.	
8	The intranet will be effectively used to communicate Campus/District procedures and information. • Student Data • Handbooks • Forms • Policy and Procedure Guides • Staff Development information (Title I SW 10)	Technology Family and Community Involvement	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Local Funds	August-July 16-17	End of Year review of district Intranet to determine status and needs.	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	Advanced Technology training will be provided for staff with proficiency in 8 core areas, including: • Eduphoria School Objects Aware • STAR Enterprise Screener • Gradebook • Think Through Math • Envision • A + • Renaissance Accelerated Reader • Brain Pop and Brain Pop Jr (English and Spanish • Access to more educational sites • Skyward (Title I SW: 4,10)	Technology Staff quality, recruitment and retention	Campus Instructional Technologist, Principal	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	August-July 16-17	• Training Calendar will be reviewed at the end of the year to be able to make adjustments where needed. • End of year log of teacher competencies. • STAR Chart for campus results.	
10	New technology that will support learning: • Digital projectors and screens • Wireless access • IPADS for each class • Laptop computers • Document cameras • Interactive whiteboards • Mobis/wireless slates • Student response system (clickers) • Smartboards • Mounted Apple TV's • Nooks • E Books • Computers • I Tunes account for Apps • telephones in classrooms (Title I SW: 10)	Technology	Director of Technology, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds Title I iPads $8170.00	Fall 16-17	End of Year review of district Intranet to determine status and needs.	
11	Potranco will look into purchasing upgraded technology to ensure continued success of Fitness Gram (Title I SW 10)	Technology	Instructional Coordinator, Principal	(O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	Fall 16-17	End of Year review of district Intranet to determine status and needs.	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
12 Potranco will provide resources to teachers, students, parents and administration. Potranco will look into expanding technology through the purchase of: • Digital projectors and digital document cameras • One Mobi Wireless Slate per teacher • Continued addition of I- Pads to reach a 1 to 1 ratio • Wireless mouse for teachers • One interactive whiteboard per grade level • One Students Response System per grade level • One digital camera and one video camera for school use per grade level • Closed circuit video announcements (Title I SW 4, 6)	Technology Curriculum, instruction, and assessment	Director of Technology, Principal	(F)Title I, (O)Local Districts, (S)Instructional Materials Allotment, (S)Local Funds	Fall 16-17	End of Year review of district Intranet to determine status and needs.	
13 On-line and electronic resources will be available to parents and community members as appropriate: • Potranco Elementary website • Parent Connection • Safe School Helpline • Community Education resources • e-mail • Teacher website • Automated attendance and emergency notification system (Title I SW: 6)	Family and community involvement Technology	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Local Funds	August-July 16-17	End of Year Inventory of available electronic resources as a part of the annual CNA.	
14 The Campus website will effectively be used as a communication tool. • Website kept current • Handbooks • Board Policies • Links • Campus/Teacher pages • Emergency Messages • Student Grades (Title I SW: 6)	Family and Community Involvement Technology	Campus Instructional Technologist, Principal	(O)Local Districts, (S)Local Funds	August-July 16-17	Site will be reviewed annually to determine needs.	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
15	Additional training opportunities and professional development on technology. • Teacher representation at state technology conferences • Continued growth in technology applications, more port accessibility, ITunes accounts, smartboards, Mac books, and I Macs for labs (Title I SW: 2,3,4, 7, 9,10)	Technology	Principal, academic coordinator, Vice Principal	Title II and Local	August-July 16-17	STAAR Results	
16	Additional copy machine	Technology	Principal	Local district	August-July 16-17	Staff survey	
17	Continue to grow technology applications for staff and students through public Wi-Fi, mounted screens for all teachers, more port accessibility, speakers for computers, I Tunes accounts with money available for ESL apps and other educational apps, wireless mouse, shared CD player, headphones, smartboards, Mac Books, high quality document cameras, portable PA system Pads, I Macs for labs, and bring your own device district approval (Title I SW: 10)	Technology	Principal, academic coordinator, Vice Principal	Title 1 and Local	August-July 16-17	STAAR Results	
18	Video announcement capability	Technology	Principal	Local	August-July 16-17	Equipment	

2016-17 Campus Improvement Plan for Potranco Elementary School

Area of Focus: Student Discipline

District Goals: MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.

Campus Performance Objective: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement a rewards systems to encourage positive behaviors and citizenship.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	The student Code of Conduct will be reviewed, approved and distributed to all students, staff and parents. (Title I SW: 6)	School culture and climate	Principal	(O)Local Districts, (S)Local Funds	August 16-17	Discipline Referral analysis at end of year	
2	All teachers will attend “Capturing Kids’ Hearts” training and campuses will fully implement programs practices. (Title I SW: 4)	School culture and climate Staff quality, recruitment, and retention	Principal, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds Title II CKH $990.00	June-July 16-17	A roster of all teachers trained in CKH will be reviewed annually	
3	A Character Ed. Programs will be clearly identified and implemented. Pk-5 – AEGIS and Voices of Character (Title I SW: 10)	School culture and climate	Counselor(s), Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	SDFS End of Year Evaluation	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	State training and reporting measures regarding use of restraint will be adhered to. (Title I SW: 4)	Staff quality, recruitment and retention	Principal	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	August-June 16-17	PEIMS Data analysis	
5	Campus will insure that all aspects of the MV Code of Conduct and Chapter 37 of the Texas Education Code are adhered to and enforced. (Title I SW 4, 10)	School culture and climate	Principal	(O)Local Districts, (S)Local Funds	August-June 16-17	Review and analysis of 2015-2016 Chapter 37 violations	
6	Potranco Elementary will develop a variety of disciplinary consequences as alternatives to the use of ISS. Potranco Elementary will develop a school wide discipline infraction chart. Behavior classroom provided by district for all students who qualify (Title I SW 4, 9)	School culture and climate Student achievement	Principal, Teacher(s)	(O)Local Districts, (S)Local Funds	August- September 16-17	PEIMS data to determine amount of use of ISS Discipline Referrals Decrease	
7	A positive behavior management model will be selected • Discipline Consensus Building • Teacher Discipline Plan to include: Rules Consequences Rewards • PBM (TBSI) (Title I SW 3, 4)	School culture and climate	Academic Coordinator, Principal, Vice Principal	(O)Local Districts, (S)Local Funds	August 16-17	PEIMS Data Chapter 37 Violations Data ISS Data	
8	Each classroom will develop a Capturing Kids' Hearts Social Contract. Teachers will meet and Greet every morning all year long. (Title I SW: 3)	School culture and climate	Principal, Teacher(s)	(O)Local Districts, (S)Local Funds	August-May 16-17	Teacher checklist maintained by principal	
9	Campus Wide Social Contract and Cultural Vision will be developed (Title I SW: 3)	School culture and climate	Principal, Teacher(s)	(O)Local Districts, (S)Local Funds	August- September 16-17	Office Referrals ISS Placement PEIMS data	
10	The state required comprehensive school health program will be implemented grades K-8 using Bienestar. (Title I SW: 3)	School culture and climate	Principal, School Nurse, Teacher(s)	(O)Local Districts, (S)Local Funds	August-May 16-17	SDFS End of Year Evaluation	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
11 All components of TEA counseling guidelines will be fully implemented on each campus including: • classroom guidance • group counseling • individual counseling (Title I SW: 3)	School culture and climate	Counselor(s), Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	SDFS End of year evaluation	
12 Potranco elementary will develop a clear and consistent method of referral to the social worker in order to limit cases to crises situations, social services, and Sp. Ed. counseling. • Continue the position of homeless/ foster liaison to provide support for our homeless/ foster families (Title I SW: 6)	School culture and climate School context and organization	Principal, District Homeless/ Foster Liason	(F)IDEA Special Education, (F)Title I, (O)Local Districts, (S)Local Funds	August-June 16-17	The social workers caseload will be evaluated annually	
13 Potranco will reinforce posititve behavior: • Create Wellness Committee and Implement 3 minutes of exercise periodically throughout the day. • 15 minutes fo structured recess everyday Title I SW: 4)	School culture and climate	Principal, School Nurse	(O)Local Districts, (S)Local Funds	August-May 16-17	End of Year Survey	
14 Veterans Day Activity (Title I SW: 6)	School culture and climate	Principal	(O)Local Districts, (S)Local Funds	Fall 16-17	Climate Survey	
15 Staff Morale Boosters 100th Day Dr. Seuss Day School Wide Theme - "Above and Beyond the Call Of Duty." • Monthly Incentives for teachers • Drops in the Duffle bag • A Christmas Cup of Tea • A Toast to a Great Year • Beginning of the Year Celebration Luncheon • Develop Campus Based Decision Making Committees (Title I SW: 5, 6)	School culture and climate Family and community involvement	Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	Summative - Climate Survey at the end of the year part of CNA	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
16 Potranco Elementary will comply with all criteria of the PBMAS accountability system for federal programs. • Title I • Migrant Services • Bilingual Education • Safe and Drug Free Schools • Special Education • Military Support Group To Cope With • Red Ribbon Week Motivational speaker Transition (Title I SW: 10)	Family and community involvement School culture and climate	Principal	(F)IDEA Special Education, (F)Title I, (F)Title III, Part A LEP, (O)Local Districts, (S)Local Funds	August-May 16-17	Summative - PBMAS Data	
17 A comprehensive wellness and safe schools initiatives will be implemented Campus wide. • Members of Alliance for a Healthier Generation • PreK-5 – SPARK • AEGIS (PreK-5) • Voices of Character • Character Network Education Curriculum (Bullying/ Heros) Manners, Worth and potential, Rights and responsibilities, Fairness and justice, Care and Consideration, Effort and excellence, Social responsibility, Personal Integrity • Think First • character education materials and computer programs to enhance current program • Internet Safety • Violence Prevention • Drugs and Personal Safety • Prevention of Sexual Exploitation • Weekly Bully Alert - Schoolwide (Title I SW: 2,3,10)	School culture and climate	Academic Coordinator, Vice Principal, Principal	(O)Local Districts, (S)Local Funds	August-May 16-17	2015-2016 SDFS Evaluation Number of Bullying referrals decrease	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
18 Potranco Elementary will implement attendance strategies aimed at reducing truancy and increasing school attendance. • Class Attendance Incentive Plans • PTO Bike Drawing end of the year • Perfect Attendance Awards at Semester and End of Year • Monthly Attendance Meetings • Daily Announcements of classes with Perfect Attendance • Campus Wide Attendance Incentive Program to include prizes and rewards for students and staff Title I SW: 1,2,5,10)	School culture and climate Student achievement	Academic Coordinator, Principal, Vice Principal Teacher(s)	(O)Local Districts, (S)Local Funds	August-May 16-17	2015-2016 Attendance Rate	

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
April Davis	Parent
Ms. Prukop	Parent
Joel Rodriguez	Community
Edward Balderas	Principal
Jennifer Sisk	Academic Coordinator
Priscilla Harding	Vice Principal
Elsie Torres	Kinder Teacher
Audrey White	First Grade Teacher
Kristi Smith	Second Grade Teacher
Anneke Tschirhart	Third Grade Teacher
Leslie Galvan	Fourth Grade Teacher
Jackie Ramos	Fifth Grade Teacher
Melissa Ruiz	Special Education Teacher

CPOC Meetings* for 2016-17			
#	**Date**	**Time**	**Location**
1	May 2016	3:30- 4:30	Potranco

* 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.



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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Index 3 Closing Performance Gaps Calcualtion Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress
- TEA Designation Summary Top 25% in Closing Performance Gaps

© Texas Education Agency

- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Postsecondary Readiness
- TEA Designation Summary Reading/ ELA
- TEA Distinction Designation Summary
- TEA Designation Summary Science
- Campus Comparison Group
- Teacher Attendance
- Mentor/ New Teacher Survey
- 2014- 2015 Federal Report Card for Texas Public Schools
- 2015 Accountability Summary
- Potranco Elementary Staff Roster
- Potranco Elementary Master Schedule
- Student, Staff, Parent Survey
- 2016 STAAR Reading and Math Summary Report
- Updated District Calendar for 2016-2017
- 2015 Campus Comparison Group

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

- Reading Specialist
- Tutoring
- Counselor
- Attendance Incentives
- Diverse Campus
- School Wide Vocabulary Program
-
-

Needs

- Full year tutoring
- Campus Math Specialist
- Additional Counselor
- Balanced Literacy Training
- Fire Alarms in Portables
- GT Specialist
- Bilingual/ ESL Tutoring
- ESL Training for Teachers

-
-
-
-

Summary of Needs (2-5 Priorities)

- School Wide Attendance Incentive Plan
- Year round Tutoring for students K-5
- Additional services from District Math Specialist
- Services provided from District GT Specialist
- Balanced Literacy Training
- New student intervention program
-
-
-
-



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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

Findings/Analysis

"

Strengths

- After School Clubs
- Only Elementary Campus in the District with four Distinctions
- Technolgy coming to campus (Chromebooks)
-
-
-
-
-

Needs

- More access to library books
- Computers in library
- More educational web based programs
- Math Specialist on Campus Daily
- GT teacher on Campus Daily
- Fall and Spring Open House
- Family Science Night
-
-

Summary of Needs (2-5 Priorities)

- More access to technolgy for library use
- Purchase books that are in line with Potrancos Reading Programs
- Utilize more community resources and include them in interactive family nights
- Create a family day where students and colleges present science projects
- Purchase books through Kindle App that allows students to read through a variety of technology sources, such as but not limited to Chromebooks and IPADS
- Teacher will be given time and opportunities to visit with other teachers to learn, develop, and plan
-



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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

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

- Parent involvement
- Walkthroughs
- STAAR Incentives
- Student Attendance Incentives
- Strong PTO
- Playground Safety
- Security of front entrance
- Beautification

Needs

- Teacher attendance incetives
- Parent survey completion
- Playground maintenance
- Classroom safety
- Guest speakers for students
- STAAR parent night
- Beauritfication- playground garden
- Positive School Culture Committee

- _____
- _____
- _____
- _____

Summary of Needs (2-5 Priorities)

- Teacher attendance incentives
- Additional playground equipment and maintenance
- STAAR Parent Night
- Guest Speakers for students
- Positive school culture committee
- _____
- _____
- _____
- _____
- _____



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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

ee page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retentio

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

- STAAR training
- Professional development opportunities
- Monthly Birthday celebrations
- TTESS training
- Lead 4 Ward training
- ABIDOS Writing training
-
-
-

Needs

- Curriculum training for all grade levels
- Staff attendance incentives
- Funding for substitutes
- Observations within school and district
- Expanding job fairs to other local universities
- Teambuilding for staff
-
-
-

- _____
- _____

Summary of Needs (2-5 Priorities)

- Training/ Staff development for all grade levels in math, reading, science, social studies, Capturing Kids Hearts and technology. Supplemental materials for reading, math, science, and social studies.
- Ensure Potranco staff is involved in as many job fairs as possible
- Funding for substitutes to be able to visit other teachers in other schools
- Team building/ night out to meet staff and build morale
- Observations in school, in district, and out of district
- _____
- _____
- _____
- _____
- _____



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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

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

- Tutor
- Menotr program
- YAGS
- Reading Specialist
- All classes have technolgy
- Cows and IPADS
- Star Enterprise
- Incentive program for reading
- Reflex Math

Needs

- Updated curriculum materials and resources
- Increase amount of tutoring/ tutors to accommodate growing needs
- Mentoring students
- YAGS- updated E/LA
- Reading Specialist/ Math Specialist K-5 to accommodate growth
- In Focus mounted in all rooms
- Wireless/ Apple TV
- Incentive program for math
- Read Naturally and other computer based programs

- Studies Weekly Staff Development
- Lead4 Ward
- Copy Machines to meet the needs of growing campus
-

Summary of Needs (2-5 Priorities)

- Updated curriculum materials and resources including but not limited to chrome books
- Fully functional technology equipment such as but not limited to copier machines and mounted projectors
- Incentive program for math and Reading activites and programs
- Purchase technology to inlcude but not limited to In Focus machines, document cameras, Educational Apps, IPADS, Chrome Books, Online Reading and Math programs, Smart Boards, Mimeo, Mobi, Apple TV's, and Projectors
- Increase amount of tutoring and number of tutors to accommodate growing needs
- Staff development for Reading and Supplemental materials for Reading
-
-
-
-



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/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

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

- PTO Activities
- Field Day
- PTO Support (Fund)
- Newsletters- Grade level and PTO
- Veteran's Day Parade
- Hard copy/ Online Parent Survey
- Holiday Parties
- Award Ceremonies
- Graduations

Needs

- STAAR Night for 3rd - 5th graders
- All communcation sent home should be in Englisha nd Spanish
- Family Literacy/ Family Math Night with snacks
- Web Page per teacher
- Online Literacy Program
-
-
-
-

- PTO Bookfair. Family Library Night
-

Summary of Needs (2-5 Priorities)

- STAAR Night for grades 3-5
- Translated communciation going home in Spanish and English
- Family Literacy/ Math/ Science/ and or Technology Night
- Structured parent volunteer program (Commmittee)
- Teacher Web Pages
-
-
-
-
-



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,
- 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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary- Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

ons related to School Context and Organization.

Findings / Analysis

"

Strengths

- 4th and 5th deparmentalized bilingual
- More playground areas and equipment
- More fencing for safety
- Vice Principal added
- All teachers help with duties
- Teachers have equal planning times
- Menotr teacher assigned to each new teacher
- After school clubs/ programs

Needs

- Add water fountain to all play areas
- Move kindergarten to end of day specials
- Additional emplyees in gyn and cafetiea
- Consitent implementation of required hands on science lessons to include K-1 at 80%, 2-3 at 60%, and 4-5 at 50% (outdoor activities)
- Transition times needed (additional)
- Adding a specials teacher
- Club Schedule Overlap
- After school student dismissal

- _____
- _____
- _____
- _____

Summary of Needs (2-5 Priorities)

- Outdoor science activities for all grade levels to include hands on lessons, consumables, and materials (committee)
- Additional walkie talkies for After school dismasall and other school needs
- Add morning staff - early morning 7:00 a.m.
- Additional transition times (lunch) Make adjustments to Master Schedule
- Add water fountains to all play areas
- _____
- _____
- _____



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 Implementatior
- 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.

- Parent/Student/Teacher Annual Needs Assessment Summary
- District Job Fair Schedule
- District 2015- 2016 Calendar
- Teacher/ Staff Attendance
- Master Schedule
- Index 2 Student Progress Calculation Report
- Texas Academic Performance Report
- TEA Accountability Summary-Potranco
- TEA System Safeguards Status Report
- Performance Index Framework
- Index 1 Student Achievment Calculation Report
- TEA Designation Summary Top 25% in Student Progress

- Index 3 Closing Performance Gaps Calcualtion Report
- Index 4 Postsecondary Readiness Calculation Report
- TEA Designation Summary Reading/ ELA
- TEA Designation Summary Science
- Teacher Attendance
- 2014- 2015 Federal Report Card for Texas Public Schools
- Potranco Elementary Staff Roster
- Student, Staff, Parent Survey
- Updated District Calendar for 2016-2017
- TEA Designation Summary Top 25% in Closing Performance Gaps
- TEA Designation Summary Postsecondary Readiness
- TEA Distinction Designation Summary
- Campus Comparison Group
- Mentor/ New Teacher Survey
- 2015 Accountability Summary
- Potranco Elementary Master Schedule
- 2016 STAAR Reading and Math Summary Report
- 2015 Campus Comparison Group

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

- 2 sets of IPADS
- 1 set of Chromebooks
- WiFi hardware
-
-
-
-
-
-

Needs

- Public WiFi
- More Ipads/ devices per grade level
- Mounted Projectors
- Apple TV's
- Technology Training
- Video Announcement Capabilities
- More Port Accessiblity
- Extra projectors/ document cameras
- Reflex Math, Istation, AR- Online curriculums

-
- More teacher to TCEA conference- 1 per grade level
-
- Bring your own devices

Summary of Needs (2-5 Priorities)

- Public WiFi for all staff and students
- Mounted Projectors for every classroom
- Apple TV's
- More teacher representation at TCEA Conference- 1 per grade level
- More IPADS/ Other technology Devices per grade level
- Bring you own devices
- Budget for online curriculums
-
-
-

NCLB Comprehensive Needs Assessment Summary of Prio

Demographics

School Wide Attendance Incentive Plan
Year round Tutoring for students K-5
Additional services from District Math Specialist
Services provided from District GT Specialist
Balanced Literacy Training
New student intervention program

Student Achieven

More access to te
Purchase books th
Utilize more comm
Create a family da
Purchase books th
Teacher will be giv

School Culture and Climate

Teacher attendance incentives
Additional playground equipment and maintenance
STAAR Parent Night
Guest Speakers for students
Positive school culture committee

Teacher Quality

Training/ Staff dev
Ensure Potranco s
Funding for substit
Team building/ nig
Observations in sc

Curriculum, Instruction and Assessment

Updated curriculum materials and resources including but not limited to chrome books
Fully functional technology equipment such as but not limited to copier machines and mou
Incentive program for math and Reading activites and programs
Purchase technology to inlcude but not limited to In Focus machines, document cameras,
Increase amount of tutoring and number of tutors to accommodate growing needs
Staff development for Reading and Supplemental materials for Reading

Family & Commu

STAAR Night for gr
Translated commu
Family Literacy/ M
Structured parent
Teacher Web Page

-
-
-

School Context & Organization

Outdoor science activities for all grade levels to include hands on lessons, consumables, a
Additional walkie talkies for After school dismasall and other school needs
Add morning staff - early morning 7:00 a.m.
Additional transition times (lunch) Make adjustments to Master Schedule
Add water fountains to all play areas

#REF!

Technology

Public WiFi for all s
Mounted Projector
Apple TV's
More teacher repr
More IPADS/ Othe
- Bring you own dev
Budget for online c

-
-
-

ority Need

nent

chnolgy for library use
ıat are in line with Potrancos Reading Programs
ıunity resources and include them in interactive family nights
ıy where students and colleges present science projects
ırough Kindle App that allows students to read through a variety of technology sources, such as but not limited to Ch
en time and opportunities to visit with other teachers to learn, develop, and plan

-
-

elopment for all grade levels in math, reading, science, social studies, Capturing Kids Hearts and technology. Supplem
taff is involved in as many job fairs as possible
tutes to be able to visit other teachers in other schools
ht out to meet staff and build morale
hool, in district, and out of district

-
-
-
-
-

nity Involvement

rades 3-5
ınciation going home in Spanish and English
ath/ Science/ and or Technology Night
volunteer program (Commmittee)
es

-
-

-
-
-

taff and students
rs for every classroom

esentation at TCEA Conference- 1 per grade level
r technology Devices per grade level
vices
curriculums

-
-
-

2016-17 Campus Improvement Plan

Medina Valley Middle School

Campus Profile

The staff at Medina Valley Middle School include 62 teachers, 12 paraprofessionals, and 6 administrators. The student population is 38% White, 2.4% African American, 56.6% Hispanic, .3% Asian, and .9% Native American. Additionally, the campus serves 49.5% economically disadvantaged students, 10.6% special education students, and 2.7% Limited English Proficient students. Attendance rates include 96.2% African American, 95.9% Hispanic, 96.4% White, and 95.5% economically disadvantaged. The most current data indicate the campus has a 12.5% mobility rate.

Medina Valley Middle School is a suburban middle school employing 81 staff members and serving approximately 1,056 students. We continue to provide extensive and ongoing professional development focusing on differentiated instructional practices to meet the needs of our diverse student population. Recruitment and retention of highly qualified staff helps ensure organizational stability that in turn fosters positive family and community involvement.

Mission and Vision

Medina Valley Middle School's Mission
is to provide its students with an educational environment designed to inspire excellence, promote creative thought, achieve maximum potential, and instill responsible behavior and attitudes.

Medina Valley Middle School's Vision
is to partner with our community to promote educational excellence and equity, promote lifelong learners for a global society, and practice the MVISD Core Beliefs.

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: College and Career Readiness

District Goals: MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.

Campus Performance Objective:
Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.
Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Strong career/college prep programs will be established and increase the number of students involved. • 7th PSAT/NMSQT (Duke Tip) • PreAP courses • College and prep activities in classrooms • Explore test in 8th grade • Increased college investigation • MAP, Math Accelerated Program (Target Group: All) (NCLB: 5)	II. Student Achievement	Assistant Principal(s), Counselor(s), Teacher(s)	(S)Local Funds	2016-2017	MAP Program Results	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2 MVMS will implement effective, research based, balanced Reading Methodologies for all students 6th-8th such as: • Holt • Houghton Mifflin • Self Selected Reading • Accelerated Reader • Measure Up to STAAR • Istation • American Reading Company • Reading Academies • Compass (Target Group: All) (NCLB: 1)	II. Student Achievement	Assistant Principal(s), Department Heads, Interventionist, Reading Specialist, Special Ed Teachers, Teacher(s)	(S)HS Allotment, (S)Instructional Materials Allotment, (S)Local Funds	2016-2017	STAAR Results, STAR Data	
3 MVMS will implement effective social studies strategies relevant to the curriculum to increase rigor and relevance including: • Maps 101 • Discovery Learning • United Streaming • Geography/History Alive (Target Group: All, 6th, 7th , 8th) (NCLB: 1)	V. Curriculum, Instruction, and Assessment	Department Heads, Teacher(s)	(S)Instructional Materials Allotment, (S)Local Funds	2016-2017	STAAR Results	
4 Student progress will be monitored in order to inform instruction and guide the implementation of improved instructional efforts to critical areas. • Common Assessments • Benchmarks • Nine Weeks Test • STAAR • Eduphoria/Lead4ward • Accelerated Reader • American Reading Company (Target Group: All) (NCLB: 1)	II. Student Achievement	Reading/Content Specialist, Assistant Principal(s), Principal, Teacher(s)	(S)Local Funds, Title IIA	2016-2017	STAAR Results	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	MVMS staff members will be trained in strategies relevant to stated priorities and initiatives: • Core content book study (Rigor and Relevance Handbook) • Writing in the content areas • Fundamental Five • Pre-AP training/GT • Professional learning community training • TCMPC TEKS Resource • Eduphoria • ELPS/TALA training • GT training (Target Group: All) (NCLB: 1)	V. Curriculum, Instruction, and Assessment	Assistant Principal(s), Core Subject Teachers, Teacher(s)	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	2016-2017	TTESS Evaluations	
6	MVMS will comply with all criteria of the PBMAS, state, and federal accountability systems: • ESL • Migrant Services • Safe and Drug Free Schools • Mckinney-Vento (Target Group: All) (NCLB: 4)	I. Demographics	Assistant Principal(s), Counselor(s), Principal, School Nurse	(S)Local Funds	2016-2017	PBMAS Reports	
7	Significant targeted strategies and training will be implemented to insure academic improvement among all demographic subgroups as measured by AYP and State Assessments. Emphasis will be placed on student performance in reading, writing, and social studies for economically disadvantaged, Hispanic,and special education students. • STAAR and Benchmark Data • Eduphoria (Target Group: H, ECD, SPED, AtRisk, 7th , 8th, 504) (NCLB: 1)	I. Demographics	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal, Reading Specialist, Special Ed Teachers, Teacher(s)	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	2016-2017	STAAR Scores, TEA System Safeguards	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
8	MVMS will implement instructional strategies, tutoring, and intervention programs to improve student scores in the following sub populations and subjects to meet TEA system safeguard requirements: • Social Studies Hispanic Students • Social Studies Economically Disadvantaged • Social Studies Special Education • Reading Special Education • Reading Economically Disadvantaged • Science Special Education • Science Hispanic Students • Writing Hispanic Students • Writing Economically Disadvantaged • Writing Special Education • ESL/Migrant students (Target Group: H, ECD, --SPED, 6th, 7th , 8th) (NCLB: 1,2)	II. Demographics	Academic Coordinator, Assistant Principal(s), Department Heads, Math Academy Teacher, Reading Academy Teacher, Teacher(s), Tutors	(S)HS Allotment, (S)Local Funds, (S)Optional Extended Year Funding, (S)State Compensatory, Title I(C) and Title III	2016-2017	STAAR Scores, TEA System Safeguards	
9	MVMS will review documents and testing data to reduce participation on the accomodated state assessments and meet AYP participation guidelines. (Target Group: SPED) (NCLB: 1)	II. Student Achievement	Assistant Principal(s), Counselor(s), Department Heads, Special Ed Teachers	(F)IDEA Special Education, (S)State Compensatory	2016-2017	TEA System Safeguards	
10	MVMS will provide reading specialist services for reading intervention including: • assessment of student needs • prescriptive programs • continued monitoring toward student goals (Target Group: SPED, AtRisk, Dys) (NCLB:1,3)	II. Student Achievement	Dyslexia specialist, Reading Specialist, Teacher(s)	(F)IDEA Special Education, (S)Local Funds, (S)State Compensatory	2016-2017	STAR Data, STAAR Scores	
11	Career awareness will be integrated into the curriculum 6th-8th and linked to the electronic curriculum management system: • College investigation activities • Military investigation activities • Career Explorations • Career Cruising • Career Matchmaker • Portfolio (Target Group: All) (NCLB: 1,5)	III, School Culture and Climate	Assistant Principal(s), Counselor(s)	(S)Local Funds, Perkins	2016-2017	Counselor Evaluations	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
12 MVMS will emphasize programs that enhance Preschool through 16 initiatives: • Career/college prep • Academic graduation pathways • Parent training/involvement • Career exploration (Target Group: All) (NCLB: 5)	III. School Culture and Climate	Counselor(s), Instructional Support Coordinator	(S)Local Funds, Perkins	2016-2017	Graduation Plan Data	
13 Campus based instructional initiatives will match curricular guidelines. (Target Group: All) (NCLB: 1,5)	V. Curriculum, Instruction, and Assessment	Department Heads, Instructional Support Coordinator, Principal	Local Funds	2016-2017	STAAR Scores	
14 Future problem solvers will be expanded to include grades 6, 7, and 8. Robotics will be expanded and funded to provide additional classes for incoming 6th grade students (Target Group: All) (NCLB: 5)	III. School Culture and Climate	Teachers	Local Funds	2016-2017	Campus Budget, State Competition for Robotics and FPS	
15 MVMS will implement content area reading strategies grades 6-8. • Flocabulary • Building Academic Vocabulary/Wordwalls • Cross Curricular vocabulary development • Moby Max • American Reading Company (Target Group: All) (NCLB: 1,2)	V. Curriculum, Instruction, and Assessment	Teacher, Department Heads	Local Funds	2016-2017	STAAR Scores	
16 The TCMPC TEKS Resource Managment Tool will be customized to serve as the MVMS curriculum guide, including district timelines: • Enrichment curriuculum will be specified to guide differentiated instruction • Teacher vertical teams will continue to work on curriculum • Realigning scope and sequence documents to match STAAR data (Target Group: All) (NCLB: 1,2)	V. Curriculum, Instruction, and Assessment	Department Heads, Teachers, Vice Principals	Local Funds	2016-2017	Teacher YAG's	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
17	The ESL Program will be clearly defined and fully implemented with support from: • ESL program design options 6-8 • Technical support provided • Staff development provided • ELPS/TALA Training • SIOP (Target Group: ESL, Mirant, LEP) (NCLB:)	I. Demographics	Bilingual/ESL/Curriculum Coordinator/Vice Principal	Local Funds, State Compensatory,Title II and III Funds	2016-2017	NCLB Program Evaluation	
18	Campus will clearly identify the three tier model of intervention strategies and programs for Reading and Math: • Tier 1 • Tier 2 • Tier 3 (Target Group: All) (NCLB:)	II. Student Achievement	Vice Principals, RTI Coordinator, Special Education Teachers, Teachers	Local Funds, State Compensatory, High School Allotment	2016-2017	Counselors Evaluations and Special Education Referrals	
19	A comprehensive continuum of special education services will be available at MVMS with an emphasis on LRE: • Full inclusion with support • Learning lab • BIP behavior improvement program • Math and ELA labs • ALE • Collaborative tutoring • Resource Classes in Reading/Math (Target Group: Sp. Ed.) (NCLB:)	II. Student Achievement	Vice Principals, Special Education Teachers, Inclusion Teachers	Local Funds, IDEA Funds	2016-2017	ARD Documentation	
20	All teachers will be eligible to teach students identified as gifted and talented by providing enrichment and differentiated instruction within the classroom to targeted students in specific content areas: • Annual GT update • Region 20 GT training (Target Group: G/T) (NCLB:)	IV. Staff Quality, Recruitment, and Retention	GT Coordinator, Teachers	Local Funds	2016-2017	G/T Program Evaluation	
21	MVMS will implement effective researched based reading and math interventions by establishing Reading and Math Academies for students in grades 6th-8th.	V. Curriculum, Instruction, and Assessment	Principals, Teachers, Reading Specialist	State Compensatory Funds	2016-2017	STAAR Scores Reading Levels	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
22	MVMS will implement content area writing strategies across grade levels to include: • Common Curriculum • 6th Grade writing integrated into ELA classes • 7th Grade writing classes • 8th Grade writing academy	II. Student Achievement	ELA Teachers, Curriuclum Specialist	Local Funds, Comp Ed Funds	2016-2017	Writing STAAR Results	

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: Campus Culture

District Goals: MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:
Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	The District Wide Advisory Committee (DWAC) needs assessment surveys are provided to parents, students, and staff. Surveys should be sent out via Skyward, PTO email blast, letters home, and athletic email blast. Results are reviewed and used to plan campus and district improvements. (Target Group: All) (NCLB: 1,4,5)	II. School Climate and Culture	Assistant Principal(s), Assistant Superintendent(s), Parental Involvement Liaison, Principal, Teacher(s)	(S)Local Funds	2016-2017	Parent, Teacher, Student Surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
2	Character education activities through the daily announcements and in class counseling programs will include an emphasis on service to others: • Seven Habits of Highly Effective Teachers • Think First, Stay Safe • Student Council service projects • Positive Referrals • NJHS service projects (Target Group: All) (NCLB: 4)	II. School Climate and Culture	Counselor(s), Principal, Teacher(s)	(S)Local Funds	2016-2017	Service Project Request Logs	
3	Service options will be investigated and developed for: • Student Council • NJHS • Campus beautification project • GT • PACE (Target Group: All) (NCLB: 4)	II. School Climate and Culture	Assistant Principal(s), PTO, Sponsors	(S)Local Funds	2016-2017	Service Project Request Logs	
4	Campus will host informational meetings for parent groups (i.e. ESL Parent Night, Band Night) at various times throughout the school year. (Target Group: All) (NCLB: 4)	II. School Climate and Culture	Assistant Principal(s), Parental Involvement Liaison, Principal, PTO, Teacher(s), Bilingual/ESL Coordinator	(F)Title III, Part A LEP, (S)Local Funds	2016-2017	Parent Sign In Sheets	
5	Family literacy and parental support programs will be provided for at-risk families, including: • Parenting information • Information dinner for parents of ESL students (Target Group: At Risk, LEP)	VI. Family and Community Involvement	Bilingual/ESL/ Reading/Content Specialist,Counselor, Vice Principal	(F) Title III, Part A LEP, (S)Local Funds	2016-2017	Parent Sign In Sheets	
6	Campus will schedule events which include parents in the education of their children: • Meet the teacher night • Panther Camps • Grandparents Day • PTO bookfair • UIL Events • FPS/band concerts/theater performances (Target Group: All)	II. School Climate and Culture	Vice Principals, Counselors, PTO, Teachers	Local Funds, State Compensatory	2016-2017	Parental Involvement Surveys	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
7	Parental notification requirements of Section 504 and Special Education will be strictly implemented and monitored, including: • Parent Rights Booklet • Parent Rights information in handbook and district website (Target Group:Special Education)	II. School Climate and Culture	Principal, Special Education Teachers	Local Funds	2016-2017	ARD Minutes	
8	All required parent involvement activities included in federal program guidelines will be implemented, including advisory councils for: • Safe and Drug free schools • School Health Advisory Council • Migrant Programs (Target Group: All)	VI. Family and Community Involvement	District PI Specialist, Vice Principals, Counselors	Local Funds, State Compensatory	2016-2017	NCLB Program Evaluation	
9	Resource will be devoted to facilitate communication with parents: • Teacher Web pages • Skyward • Email • Safe Schools Helpline • Parent Teacher conferences • Campus Web site (Target Group: All)	II. School Climate and Culture	CIT's, Counselors Vice Principals, Registrar, Teachers	Local Funds	2016-2017	Parent Climate Surveys	

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: Student Safety and Health

District Goals: MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Monitor and adjust master schedule to maximize teacher utilization and balancing of classes. (Target Group: All) (NCLB: 1,3)	VII. School Context and Organization	Counselor(s), Principal	(S)HS Allotment, (S)Local Funds, (S)State Compensatory	2016-2017	Master Schedule	
2	Plan for, if possible, the renovation of old computer labs to facilitate more conducive classroom environments (Target Group: All) (NCLB:3)	VIII. Technology	Assistant Superintendents, Director of Facilities, Principal	Local Funds	2016-2017	Building Inspections	
3	Monitor all Middle School facilities and request maintenance as needed. (Target Group: All) (NCLB:4)	VII. School Context and Organization	Principal, Director of Facilities	Local Funds	2016-2017	Maintenance Logs	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	The district will continue implementation of the Safe School Helpline and other information gathering resources. • Safe School Help Line (830)931-2243 ext. 6000 (Target Group: All) (NCLB:4)	VII. School Context and Organization	Counselors, Vice Principals	Local Funds	2016-2017	Report from SRO	
5	The district will continue the memorandum of understanding with the Medina County Sherrif's Department to secure the services of 1 school resource officer shared with High School. (Target Group: All) (NCLB: 4)	VII. School Context and Organization	SRO, Superintendent	Local Funds	2016-2017	Board Approved Minutes	
6	Update surveillance equipment and other security measures to be used to secure the physical plant, including buses. (Target Group: All) (NCLB: 4)	VII. School Context and Organization	Assistant Principals	Local Funds	2016-2017	Building Inspections	

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: Staff Development

District Goals: MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core compentencies among instructional staff.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	MVMS administration will develop clear criteria for assessing potential candidates for teaching positions. (Target Group: All) (NCLB: 3)	IV. Staff Quality, Recruitment, and Retention	Assistant Principal(s), Assistant Superintendent(s), Principal	(S)Local Funds	2016-2017	On Line Application Program	
2	CPOC will develop a plan to allow for collaborative efforts among grade levels and departments during staff development opportunities. (Target Group: All) (NCLB: 1,2)	IV. Staff Quality, Recruitment, and Retention	Reading/Content Specialist, Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Department Heads, Principal, Teacher(s)	(S)Local Funds	2016-2017	Review of Teacher Duty Schedule	
3	School bell schedule will be modified to allow teachers one day of core subject area collaboration and one day of grade level collaboration per week. (Target Group: All) (NCLB: 1)	IV. Staff Quality, Recruitment, and Retention	Assistant Principal(s)	(S)Local Funds	2016-2017	Collaborative Wednesday Schedule	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	Eduphoria will be utilized to allow all teachers the ability to communicate about individual students via the journal component of the system. (Target Group: All) (NCLB: 1)	IV. Staff Quality, Recruitment, and Retention	Teacher(s)	(S)Local Funds	2016-2017	Review of Journal Log	
5	Weekly meetings will be scheduled for departments to allow maximum collaboration. (Target Group: All) (NCLB: 1,3)	IV. Staff Quality, Recruitment, and Retention	Assistant Principal(s), Principal, Teacher(s)	(S)Local Funds	2016-2017	Teacher Duty Schedule, Review of Department Meeting Agendas	
6	Staff development will be planned, implemented, and monitored to develop the following core competencies: • Study of the TEKS • TCMPC TEKS Resource • Fundamental Five Instructional Strategies • Vertical/Horizontal Alignment • Differentiated Instruction • Gifted and Talented • PBMAS • Book Studies • Asthma and other health issues • Eduphoria • RTI • TMSFA • Capturing Kids Hearts • Skyward • Technology, • Forethought (Target Group: All)	IV. Staff Quality, Recruitment, and Retention	Bilingual/ESL Coordinator, Counselors, Principal, School Nurse, Vice Principals, CIT's, Teachers	Local Funds, Title II, Part A	2016-2017	Staff Development Agendas	
7	In addition to other methods of delivery, Edivate will continue to be provided for staff development needs. (Target Group: All) (NCLB:)	IV. Staff Quality, Recruitment, and Retention	CIT's, Teachers, Vice Principals	Local Funds, Title II Part A	2016-2017	Staff Development Agendas	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
8	Requried staff development topics will be presented and documented, including: • Child Abuse and Neglect • Drug Free Work Place • Chapter 37 of TEC • Employee Handbook • FERPA • Blood Borne Pathogents (Target Group: All) (NCLB:)	IV. Staff Quality, Recruitment, and Retention	Vice Principals, Assistant Superintendents, Counselors, School Nurse	Local Funds	2016-2017	Staff Development Agendas	
9	All teachers will attend "Capturing Kids Hearts'" training and campuses will fully implement program practices as funding is available (Target Group: All)	IV. Staff Quality, Recruitment, and Retention	Teachers	(F)Title IIA Principal and Teacher Improvement	2016-2017	Professional Development Log	
10	MVMS will monitor and analyze enrollment numbers in core academic classes, especially in math, social studies, and ELA for potential personnel needs for the next year. (Target Group: All) (NCLB: 1,2)	IV. Staff Quality, Recruitment, and Retention	Principal, Vice Principal, Counselors	Local Funds	2016-2017	Student Enrollment Numbers	
11	MVMS administration will provide a mentor to all new teachers in order for high retention and adjustment to a new school. (Target Group: All) (NCLB: 3)	IV. Staff Quality, Recruitment, and Retention	Principal, Vice Principal, Counselors	Local Funds, Title II Part A	2016-2017	Teacher retention	
12	6th grade ELA teachers will receive training in reading strategies using the American Reading Company.	V. Curriculum, Instruction, and Assessment	Curriculum Coordinator, Principal, Vice Principal, Curriculum Specialist	Local Funds, Title II Part A	2016 - 2017	Staff Development Agendas	

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: Technology

District Goals: MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendy and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Technology integration activities will be encouraged and included in the district curriculum and monitored through lesson plans and classroom observations. • 8th grade students are required to complete Tech Apps • 6th grade students take keyboarding (Target Group: All) (NCLB: 1,2)	VIII. Technology	CITs, Reading/Content Specialist, Instructional Support Coordinator, Teacher(s)	(S)Local Funds	2016-2017	Formative - Lesson plans STAR Chart PDAS	
2 All staff will be trained to use: • Skyward software system • PD360 Professional Development Training	VIII. Technology	CITs, Instructional Support Coordinator, Principal, Teacher(s), PEIMS, Region 2 ESC	(S)Local Funds	2016-2017	Formative - STAR Data	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3 On-line and electronic resources will be available to parents and community members as appropriate: • MVISD website • Teacher website • Campus website • Family Access • Safe Schools Helpline • Email • Community education resources (Target Group: All) (NCLB:)	VI. Family and Community Involvement	CITs, Principal, Teacher(s)	(S)HS Allotment, (S)Local Funds	2016-2017	Formative - Teacher/Student Surveys	
4 On-line and electronic resources will be available to staff, effectively utilized in instruction, and linked to the District scope and sequence documents. • Education 360 • Instructional Software and Programs • -Think Through Math • -Istation Reading • -Flocabulary • -Science Starters • -Stem Scopes • Internet Access • Video Conferencing • Digital Streaming (Target Group:All) (NCLB: 1,2)	V. Curriculum, Instruction, and Assessment	CITs, Reading/Content Specialist, Instructional Support Coordinator, Principal	(S)HS Allotment, (S)Local Funds	2016-2017	Formative - Teacher Surveys Lesson Plans	
5 On-line electronic resources will be available to students and utilized effectively: • Computer assisted instruction • Electronic field trips • Online and electronic resources for research • Databases • 8th grade Technology Applications class • 6th grade instruction in keyboarding form ELA block • A+ Intervention • Istation • Think Through Math • Flocabulary • Accelerated Reader (Target Group: All) (NCLB: 1,2)	V. Curriculum, Instruction, and Assessment	CITs, Department Heads, Math Academy Teacher, Principal, Ready Academy Teacher, Teacher(s)	Local Funds, High School Allotment	2016-2017	Formative - STAAR Results AEIS Data Student Feedback	

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
6 Advanced technology training will be provided for staff with proficiency in: • Professional Development • Eduphoria • TCEA • Skyward (Target Group: All) (NCLB: 1,2,3)	VIII. Technology	Reading/Content Specialist, Assistant Principal(s)	(S)Local Funds	2016-2017	Formative - TTESS	

2016-17 Campus Improvement Plan for Medina Valley Middle School

Area of Focus: Student Discipline

District Goals: MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.

Campus Performance Objective: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement a rewards systems to encourage positive behaviors and citizenship.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1 Comprehensive wellness and safe schools initiatives will be implemented district wide: • Worth the Wait • Gang Awareness Training • Think First Stay Safe • Aim for Success • Keeping it Real (Target Group: All) (NCLB: 1)	VII. School Context and Organization	Counselor(s), Social Worker	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	2016-2017	Teacher, Nurse Input	
2 Campus will develop a variety of disciplinary consequences as alternatives to the use of ISS: • ASD • Lunch Detention • Saturday School • Behavior Contracts • Mediation (Target Group: All) (NCLB: 4)	III. School Culture and Climate	Assistant Principal(s), Principal, SRO Officer	(S)HS Allotment, (S)Local Funds	2016-2017	PEIMS Student Discipline Reports, PBMAS	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
3	Campus will ensure that all aspects of the MV Code of Conduct and Chapter 37 of the Texas Education Code are adhered to and enforced. (Target Group: All) (NCLB:)	III. School Culture and Climate	Vice Principals, Teachers, SRO	Local Funds	2016-2017	PEIMS Student Discipline Reports, PBMAS	
4	A positive behavior management system model will be selected and positive student incentives will be implemented: • No Infraction parties • Panther Pride • Positive referrals/emails • Attendance Incentives (Target Group: All) (NCLB)	III. School Culture and Climate	Principal, Vice Principal,	Local Funds	2016-2017	Infraction Logs, Attendance Reports	
5	MVMS will develop a clear and consistent method of referral to the social worker in order to limit cases to crisis situations, social services, and Special Education counseling (Target Group: All) (NCLB:)	III. School Culture and Climate	Pricipal, Vice Principal, Counselors, Social Workers	Local Funds, State Compensatory	2016-2017	Social Worker Log	
6	Character education programs will be clearly identified and implemented on all campuses: • Think First, Stay Safe • Aim for Success • Keeping it Real • Say no to Bullying • Sexual Harassment Training (Target Group: All) (NCLB:)	III. School Culture and Climate	Vice Principals, Nurse, Counselors	Local Funds	2016-2017	Health Lesson Plans	
7	The state required comprehensive health program will be implemented grades 6-8 using Bienestar. (Target Group: All) (NCLB:)	III. School Culture and Climate	Teachers, Nurse	Local Funds	2016-2017	Health Lesson Plans	
8	All components of TEA counseling guidelines will be fully implemented on each campus: • Classroom Guidance • Group counseling • individual counseling (Target Group: All) (NCLB:)	III. School Culture and Climate	Counselors	Local Funds	2016-2017	Counseling Sign In Logs	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
9	Comprehensive wellness and safe schools initiatives will be implemented district wide • Drug Awareness • Gang Awareness (Target Group: All) (NCLB:)	III. School Culture and Climate	Counselors, Principal, School Nurse	Local Funds	2016-2017	Student Handbook Lessons, Counselor Logs	
10	Each classroom will develop a social contract modeled after the training provided in capturing kids hearts (Target Group: All Students)	III. School Culture and Climate	Teachers	(F)Title IIA Principal and Teacher Improvement	2016-2017	Teacher Syllabus	

*** 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

Medina Valley Middle School
, Principal
2016-17 Campus Improvement Plan
Medina Valley Middle School

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	Medina Valley Middle 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 signifiCNAtly behind other groups' performance.
X	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.
X	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)
X	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.
	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.
X	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**
Justin Russell	Principal
Julie Center	Vice Principal
Roland Villanueva	Vice Principal
Sandy Bermea	Vice Principal
Carmen Ramirez	Counselor
Rebecca McHazlett	Counselor
Amy Millis	Curriculum Specialist
Dan Williams	Teacher
Amy Franke	Parent
Rebecca Whittington	Teacher
Kathleen Hoang	Teacher
Caral Hagen	Teacher
Allison Simpton	Parent
Katie Lange	Teacher
Jana Winkler	Parent

CPOC Meetings* for 2016-17			
#	**Date**	**Time**	**Location**
1	May 26, 2016	9:00 am	Library
2	May 27, 2016	9:00 am	Library
3	May 31, 2016	9:00 am	Library
4	September 14, 2016	4:00 pm	Library

* 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 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.
	7. **Transition from early childhood programs** – Elementary schools collaborate 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 infoservweb 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

Medina Valley Middle School
Medina Valley Middle School
Staff Development Plans
2016-17

Date	Audience	Responsible for Planning	Purpose/Content
July 25 - 29, 2016	New Teachers to the campus	Region 20	30 hour GT training
August 8, 2016	New Teachers to the campus	Sandy Bermea- Vice Principal	Fundamental Five training to improve instruction
August 9, 2016	New Teachers to the campus	Andrea Hewitt- Curriculum Coordinator	To become familiar with our data system
August 12, 2016	All Teachers	Amy Millis- Curriculum Specialist	To align teachers both vertically and horizontally
August 12, 2016	Pre-AP teachers	Region 20	To improve in our Pre-AP classes when it comes to depth and complexity
August 12, 2016	6th grade ELA teachers and 7th grade writing teachers	"Trail of Breadcrumbs" trainer	Improve in writing for our 6th and 7th grade students
August 16, 2016	All staff	Justin Russell- Principal and Carmen Ramirez-Counselor	CPS review for child abuse and neglet
August 16, 2016	All staff	Justin Russell-Principal	Employee Handbook review
August 17, 2016	6th ELA teachers	American Reading Company trainers	To improve reading among 6th grade students
August 22, 2016	All staff	District nurses	To know how to safely handle blood borne pathogens
August 22, 2016	All Teachers	PD 360	GT update for all of the teachers that have gone through their initial GT training
October 10, 2016	All Teachers	Justin Russell-Principal and Amy Millis-Curriculum Specialist	SLO
January 2, 2017	All Teacher	All Administrators	Skyward
January 16, 2017	All Teachers	Amy Millis- Curriculum Specialist	Data Day- Benchmark Planning
February 20, 2017	All Teachers and Para-professionals	Amy Millis- Curriculum Specialist	Intervention Planning

Date	Audience	Responsible for Planning	Purpose/Content
April 17, 2017	All Teachers	Justin Russell- Principal and Amy Millis- Curriculum Specialist	SLO



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.

- 2014-2015 Texas Academic Performance Report
- 2015-2016 Attendance Cafeteria Report
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
Isolated Academies (6th grade reading and math	Curriculum for SPED
Wednesday Collaborative tutoring	Curriculum for ESL
Attendance incentives	Curriculum for Academies
	Increase technological equipment for current/additional classrooms
	Continuation of funds for attendance incentives
	Additional resources for projected increased enrollment
	Mentoring program for at-risk students
	Scheduling of sub-population takes priority.

Summary of Needs (2-5 Priorities)

- Curriculum for sub-populations (SPED, ESL)
- Additional resources for projected growth
- Master schedule that meets the needs of sub-populations
-
-



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 results
- TELPAS results
- School Report Card 2014-2015
- Accountability Summary 2014
- Performance Based Monitoring Analysis System 2015
- Retention rates
- STAAR reading diagnostic reports
- Lesson Plans
- Advanced course offerings
- AYP report

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
6th grad math and reading above the state average	Focus on 7th grade writing
7th grade math and reading above the state average	Teacher retention
8th grade math and reading above the state average	Reading support for below level or low level students to increase independent reading levels
Department curriculum planning with curriculum specialist	Structured intervention
	Social Studies collaboration and training
	Technology implementation and access
	Resources for ESL/LEP students
	Inclusion support in classes with large population of SPEC ED students

Summary of Needs (2-5 Priorities)

- Continued and ongoing support and training for 7th grade writing
- Continued planning and collaboration among SS department
- Utilization of technology to engage students to enhance content
- Work in conjuction with technology department to ensure available technology in classrooms is accessible and functional
- Develop SPEC ED model focusing on inclusion teachers providing maximum support to identified students



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.

- Surveys _____
- Focus Groups _____
- Feedback Data _____
- Classroom/School Walkthrough Data _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Teachers are role models and build positive relationships with students.
- Participation for clubs and sports are important.
- Students are valued.
-
-
-
-
-
-
-

Needs

- More career exploration
- Parent input and involvement.
- Educational Field Trips
- Greater variety of clubs
- School wide activities
-
-
-
-
-

Summary of Needs (2-5 Priorities)

- Offer opportunities that expose students to jobs and job skills
- Increase the amount of field trips such as cultural, college sports, college public relations, etc.
- Add activity incentives such as chess, Spanish, Book, and 8th/6th buddies clubs
-
-



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.

- Professional Development Agenda _____
- Teacher Certification _____
- TTESS _____
- Last Year's Recruitment/Retention Documentation _____
- Aesop Report _____
- Para/Professional Vacancies _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Small town community
- All teachers certified
- New teacher mentor program
- All teachers GT certified
- Most teachers certified in more than one area
- High quality of teaching
- New teacher orientation
- Attendance Incentive in the Fall Semester
- High level collaboration within grade level departments
- Department heads have input into new hires

Needs

- Better employee benefit package
- Paraprofessionals need to participate in relevant training
- Substitute Recruitment training
- Teacher attendance incentives
- Campus meetings to foster collaboration/communication
- Poll teachers periodically about campus needs
- Team building/meeting
- Limit multiple preps
-
-

Summary of Needs (2-5 Priorities)

- Benefit Package- The benefit package should be competitive with surrounding school districts. Recruitment of teachers to Medina Valley would improve if the benefit package was not so costly to employees and had better coverage.
- Team building- more time to collaborate/build relationships/plan.
- Attendance incentive programs- re-evaluate and build better teacher attendance incentive program.
- Campus wide collaboration/communication about high student achievement and behavior expectations.
-



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.

- YAG _____
- AR/Istation/Star Reading _____
- Flocabulary _____
- Forethought/Aware _____
- Moby Max _____
- Master Schedule _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
Supplemental materials for content areas	Professional development geared towards instruction for content areas
STAAR pullouts	Academies- isolate 6th, 7th, and 8th grade reading
CTE programs for 8th graders	Content specific curriculum support/ELL support
Curriculum support from curriculum specialist	Curriculum for academies in Math and Reading
Writing Portfolio	Reading Specialist
Focus on reading in ELA	Technology
Math academies- isolated grades	
Less subjects on FIT plans	

Summary of Needs (2-5 Priorities)

- Professional development(TEKS, ELL, Writing, etc.) and staff development for curriculum for all content areas and special populations- (GT, SPED, ELL)
- Academies (Reading and Math)- isolate each grade from others and provide curriculum for teachers to use.
- Continued resources and support for pull outs for STAAR success
- Updated and increased technology for student instruction
- Continued funding for CTE, college and career readiness standards, transition to high school



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.

- PIEMS edit and reports data review
- Middle School Parent Survey Report
- PTO representative
- Teacher resources
- Front office resources
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Community involvement in Sports/Cheer
- Grandparents Day
- Pep Rallies
- Meet the Teacher
- Academic Awards
- 8th grade picnic
- NJHS induction ceremony
- FCA Lock-in
-
-

Needs

- Parental opportunity to become more familiar with Skyward
- Digital newsletter for communication
- Educate and allow teachers to create teacher website
- Educational Field Trips
- Continue to encourage Bilingual parental information
-
-
-
-
-

Summary of Needs (2-5 Priorities)

- Educate teachers in creating a teacher website as well as assist them in becoming more familiar with technology
- Provide teachers and parents with additional skyward training, to allow for more ability to understand and utilize the online tools.
- Promote educational field trips and allow teachers and students the opportunity to explore careers and educational avenues.
-
-



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,
- 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
- School Map
- Duty Roster
- ASD Duty Roster
- Campus Bell Schedule
- Collaborative Schedule
- Weekly Department meetings
- May 2016 DWAC minutes
- New Teacher Mentor Handbook
- Weekly Bulletin (emailed)

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Maps and emergency planning
- On Campus FT Social Worker
- Strong Extracurricular programs
- AWARE- up to date information on LEP & 504, discipline and parent
- Mentor program for new teachers
- Weekly curriculum meetings
-
-
-
-

Needs

- Common conference periods per subject/grade to allow for core
- Additional funding for inclusion teachers/staff
- Additional funding for general education teacher to lower class size
- Additional funding for after school activities
- Working monitoring cameras in hallways and outside common areas
-
-
-
-

Summary of Needs (2-5 Priorities)

- Common conference periods per subject/grade to allow for core planning
- Working monitoring cameras in hallways and outside common areas
- Additional funding for general education teacher to lower class size
-
-



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 Implementatior
- 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.

- Student enrollment _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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.

Strengths	Needs
Internet speed	More storage for students
Many teachers have Elmos	Update faculty and staff computers
Computer lab availability	Need wireless adapters for desktop computers
All staff have computers	Training on computer lab usage and maintenance
	Updated calculators for math (graphing)
	Interactive boards for staff
	Storage for technology during Summer break. (Testing closet)

Summary of Needs (2-5 Priorities)

- We need wireless adapters for desktops or more computer drops.
- Need more storage to evaluate student growth
- Need for student email.
-
-

NCLB Comprehensive Needs Assessment Summary of Priority Needs

MVMS 2016-2017

Demographics

Curriculum for sub-populations (SPED, ESL)
Additional resources for projected growth
Master schedule that meets the needs of sub-populations

Student Achievement

Continued and ongoing support and training for 7th grade writing
Continued planning and collaboration among SS department
Utilization of technology to engage students to enhance content
Work in conjuction with technology department to ensure available technology in classrooms is accessible and functional
Develop SPEC ED model focusing on inclusion teachers providing maximum support to identified students

School Culture and Climate

Offer opportunities that expose students to jobs and job skills
Increase the amount of field trips such as cultural, college sports, college public relations, etc.
Add activity incentives such as chess, Spanish, Book, and 8th/6th buddies clubs

Teacher Quality

Benefit Package- The benefit package should be competitive with surrounding school districts. Recruitment of teachers to Medina Valley would improve if the benefit package was not so costly to employees and had better coverage.
Team building- more time to collaborate/build relationships/plan.
Attendance incentive programs- re-evaluate and build better teacher attendance incentive program.
Campus wide collaboration/communication about high student achievement and behavior expectations.

Curriculum, Instruction and Assessment

Professional development(TEKS, ELL, Writing, etc.) and staff development for curriculum for all content areas and special populations- (GT, SPED, ELL)
Academies (Reading and Math)- isolate each grade from others and provide curriculum for teachers to use.
Continued resources and support for pull outs for STAAR success
Updated and increased technology for student instruction
Continued funding for CTE, college and career readiness standards, transition to high school

Family & Community Involvement

Educate teachers in creating a teacher website as well as assist them in becoming more familiar with technology

Provide teachers and parents with additional skyward training, to allow for more ability to understand and utilize the online tools.

Promote educational field trips and allow teachers and students the opportunity to explore careers and educational avenues.

School Context & Organization

Common conference periods per subject/grade to allow for core planning

Working monitoring cameras in hallways and outside common areas

Additional funding for general education teacher to lower class size

Technology

We need wireless adapters for desktops or more computer drops.

Need more storage to evaluate student growth

Need for student email.

2016-17 Campus Improvement Plan

Medina Valley High School

Campus Profile

The staff at Medina Valley High School include 86 teachers, 9 paraprofessionals, and 4 administrators. The student population is 37.14% White, 4.21% African American, 56.23% Hispanic, 0.40% Asian, and 0.08% Native American. Additionally, the campus serves 45.06% economically disadvantaged students, 10.19% special education students, and 2.67% Limited English Proficient students. Attendance rates include 97.7% African American, 93.8% Hispanic, 95.0% White, and 92.9% economically disadvantaged. The most current data indicate the campus has a 18.7% mobility rate.

Medina Valley High school is celebrating the following distinctions, designations, and recognition's entering the 2016-2017 school year:

- Academic Achievement in ELA/Reading
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Mission and Vision

Medina Valley High School's Mission

Medina Valley High school: In relentless pursuit of exemplary performance through a culture of excellence.

Medina Valley High School's Vision

Medina Valley High School will promote educational excellence with a focus on college and career readiness, prepare students to be critical thinkers in a global society, and practice the MVISD Core Beliefs.

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: College and Career Readiness

District Goals: MVISD will provide a comprehensive curriculum and instructional program with high standards that enable all students to become productive citizens through college readiness and/or career technical preparations.

Campus Performance Objective:
Objective 1. MVISD will provide a guaranteed and viable curriculum aligned with local, state and federal standards.
Objective 2. MVISD will collaboratively create and implement a district wide system of instruction and accountability.
Objective 3. MVISD will provide comprehensive programs to ensure student success in all areas of local, state, and federal accountability.
Objective 4. MVISD will increase performance among all student groups in order to achieve exemplary performance.
Objective 5. MVISD will provide instructional support to meet the enrichment and intervention needs of all students.
Objective 6. MVISD will develop strategies to prepare Medina Valley graduates for their post high school endeavors.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Universal syllabi are used to plan instruction. (Target Group: All)	II	Assistant Principal(s), Department Heads, Teacher(s)	(F)Title IIA TPTR, (L)Local Funds	2016-2017SY	Formative - Walk-through Data Formative assessments AWARE Reports TEKS Resource System Reports	
2	Universal 9 weeks or semester assessments are administered (Target Group: All)	II, V	Assistant Principal(s), Department Heads, Teacher(s)	(L)Local Funds	2016-2017 SY	Summative - Evaluations conducted at end of each grading period.	
3	Common Assessments (Target Group: All)	II, V	Assistant Principal(s), Department Heads, Teacher(s)	(L)Local Funds	5-week intervals	Formative - AWARE Reports Grade-book Reports	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	MVHS will provide training in differentiated instruction "Capturing Kids Hearts"	I, IV	Principal	(S)HS Allotment	Summer 2016	Certificates of completion	
5	STAAR bell-ringers during instructional periods (Core/Non core. (Target Group: All)	II, V, I	Teacher(s)	(L)Local Funds	2016-2017SY	Formative - Class Assessments Aware Reports	
6	Provide local credits for math and science intervention and remediation classes. (Target Group: All)	II, V	Assistant Principal(s), Counselor(s), Department Heads, Teacher(s)	L)Local Funds, (S)State Compensatory	2016-2017 SY	Summative - Aware Reports Transcripts	
7	Saturday School (Target Group: All)	II, V	Assistant Principal(s), Principal, Teacher(s)	(S)HS Allotment, (L)Local Funds	2016-2017 SY	Daily attendance Aware Reports Progress Reports Disciplinary Reports Attendance Reports	
8	Schedule class maximums at or below 30 students for intervention programs with 50% or more at-risk populations. (Target Group: AtRisk)	II, V	Assistant Principal(s), Counselor(s)	(L)Local Funds	2016-2017 SY	Master Schedule Skyward Reports	
9	Provide state credit for practical writing intervention and remediation classes. (Target Group: All)	II, V	Assistant Principal(s), Teacher(s)	(L)Local Funds, (S)State Compensatory	2016-2017 SY	Aware, Skyward, and Grade-Book Reports	
10	Campus leadership will schedule collaborative planning and implementation opportunities for staff. (Target Group: All)	II	Assistant Principal(s), Teacher(s)	(L)Local Funds	2016-2017 SY	Professional Development and Collaborative Wednesday Agendas	
11	Peer Assisted Learning Program. (Target Group: All, SPED, AtRisk) (NCLB: 1)	II, V, I	Assistant Principal(s), Teacher(s)	(L)Local Funds (S)State Compensatory	2016-2017 SY	Attendance / State Assessment Reports / Collaborative Wednesday Logs	
12	State Assessment Review Night (Target Group: All) (NCLB: 5)	II, V, I	Teacher(s)	(L)Local Funds (S)State Compensatory	2016-2017 SY	Attendance Reports Improved State Assessment Scores	
13	AM / PM Tutorials (Target Group: All) (NCLB: 5)	II, V, I	Department Heads, Teacher(s)	(L)Local Funds	2016-2017SY	AWARE Reports Progress Reports Attendance Reports	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
14	Continue developing and monitoring core academic intervention for all students. (Target Group: All) (NCLB: 1)	II, V, I	Assistant Principal(s), Department Heads, Teacher(s)	(S)HS Allotment, (L)Local Funds	2016-2017 SY	Common Assessment & 9-week assessment AWARE Reports TEKS Resource System: Year at a Glance 30 Days to science TAKS/EOC Curriculum Review 20 Days to Math TAKS/EOC Curriculum Review Documents Region 20 ESC Living Science Sapling Learning Reports	
15	Implement effective reading strategies in all classrooms. (Target Group: All) (NCLB: 2)	II, V, I	Assistant Principal(s), Department Heads, Teacher(s)	(S)State Compensatory	2016-2017 SY	Formative - Lesson Plans: AWARE SRI Read: 180 Common Assessments Fundamental 5 Walk-through Data	
16	maintain or Increase the number inclusion classes. (Target Group: SPED)	I	Assistant Principal(s), Counselor(s), Special Ed Teachers, Teacher(s)	(F)IDEA Special Education, (S)State Compensatory	2016-2017 SY	Master Schedule Attendance Logs Documents	
17	Refine and continue to provide services through the Response To Intervention processes (RTI). (Target Group: SPED, AtRisk) (NCLB: 5)	V, I	Assistant Principal(s), Counselor(s), Special Ed Teachers, Teacher(s)	(F)IDEA Special Education, (S)State Compensatory,	2016-2017 SY	Teacher Observations Home Language Surveys Personal Record Cumulative Files Student Progress Reports Intervention Notes PGPs Documents	
18	MVHS will manage student-to-teacher ratios and maximize effective instruction. (Target Group: All) (Target Group: All) (NCLB: 3)	I,	Assistant Principal(s), Counselor(s), Principal	(S) State Funds (L)Local Funds	2016-2017 SY	AEIS Reports CNA Graduation Plans Course Selection Tallies Skyward: Course Counts	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
19	Update Graduation Plans to include Achieve Texas criteria	I, II	Counselor(s)	(L)Local Funds (S) State Funds CTE	Fall 2016	Course Description HB Course Request Sheets	
20	Update Personal Graduation Plans (Target Group: All) (NCLB: 5)	I, II	Counselor(s)	(L)Local Funds (S) State Funds (S) State Funds CTE	2016-2017 SY	Course Description HB Course Request Sheets Senior Contracts 9th grade Graduation plans PGP updates	
21	Update Graduation Class Master Spreadsheet for Completion Rates, etc. (Target Group: All) (NCLB: 5)	I, II	Assistant Principal(s), Counselor(s), Truancy Officer	(L)Local Funds	2016-2017SY	Master No-show Spreadsheet Senior Plan Sheets	
22	MVHS will continue to offer and promote greater participation in Dual Credit and Advanced Placement courses. (Target Group: All)	II	Assistant Superintendent(s), Principal, Guidance Counselors	(L)Local Funds	2016-2017SY	Higher Education Appraisal Reports	
23	MVHS will provide intervention materials,, tutoring, and software programs to improve standardized testing performance among all populations (STAAR, ACT, PSAT, TELPAS...)	II, V	Principal, Assistant Principal(s), Teacher(s)	(S)HS Allotment, (L)Local Funds, (F) Title III, Title I-C Migrant	2016-2017 SY	Computer log, tutoring log, technology inventory (USA test PREP)	
24	MVHS will develop and implement coherent sequencing throughout the CTE department	II, V	Principal, Assistant Principal(s), Teacher(s)	(L)Local Funds (S) State Funds-CTE	2016-2017 SY	Course description books, Skyward reports	
25	Update / purchase core content supporting bell ringer materials for non-core classes	II, V	Principal, Assistant Principal(s), Teacher(s)	(L)Local Funds	2016-2017SY	Materials Inventory, AWARE performance reports	

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: Campus Culture

District Goals: MVISD will provide an environment that develops and fosters a unified "Panther Culture of Pride and Excellence," which engages all students, their families, community members and the business community as full partners in the educational process.

Campus Performance Objective:
Objective 1. MVISD will implement comprehensive strategies that promote the Panther Culture of Pride and Excellence.
Objective 2. MVISD will develop a comprehensive Parental Involvement Plan.
Objective 3. MVISD will provide a variety of community service opportunities for students.
Objective 4. MVISD will enhance and improve the Community Education Program.
Objective 5. MVISD will actively develop and foster partnerships with community, business members, and institutions of higher education.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Promote parent involvement in clubs, organizations and events. (Target Group: All)	VI, III	Sponsors	(L)Local Funds	2016-2017 SY	Parent participation logs.	
2	Provide interpretive services and translated materials. (Target Group: All, H) (NCLB: 4)	VI, III	Principal Federal Programs Director	(L)Local Funds (F) Title III	2016-2017 SY	Review of all campus utilized documentation.	
3	Adopt-a-Highway project. (Target Group: All) (NCLB: 4)	VI, III	Sponsors	(L)Local Funds	2016-2017 SY	Increased student Volunteer logs Attendance Sponsor Reports	
4	Continue Community Fine Arts concerts, presentations, and productions.	VI, III	Sponsors, Teachers	(L)Local Funds	2016-2017 SY	Flyers & Announcements	
5	Military – Emergency Responder Day (Target Group: All) (NCLB: 4)	VI, III	Sponsors	(L)Local Funds	Spring 2017	Attendance Sponsor Reports	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
6	Career/College Days. (Target Group: All) (NCLB: 5)	VI, III	Counselor(s)	(L)Local Funds (S) State Funds-CTE	October 2016	PGPs Master Spreadsheet College Acceptance/Student Plan sheets	
7	Community speakers. (Target Group: All) (NCLB: 5)	VI, III	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	(L)Local Funds	2016-2017 SY	Sign-in Sheets Dept Chair reports Guest speaker approval forms	
8	Promote community and business participation in clubs, advisory boards, organization and events (Target Group: All) (NCLB: 4,5)	VI, III	Assistant Principal(s), Principal, Sponsors	(L)Local Funds	2016-2017 SY	Participation attendance logs.	
9	Continued participation in Special Olympics	VI, III	Special education Teachers	(F) IDEA Special Education	2016-2017 SY	Participation attendance logs.	
10	Continue annual community service projects (CTE, NHS...)	VI, III	Sponsors	(L)Local Funds (S) State Funds-CTE	2016-2017 SY	Participation attendance logs.	

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: Student Safety and Health

District Goals: MVISD will provide safe, sufficient, attractive and comfortable facilities which are functional for all subjects and students.

Campus Performance Objective:
Objective 1. MVISD will continue to maintain and update all MVISD facilities.
Objective 2. MVISD will establish staffing ratios and operating budget to operate all facilities.
Objective 3. MVISD will implement and update security measures and equipment on all campuses.
Objective 4. MVISD will monitor land development and enrollment growth in order to plan and facilitate construction of facilities.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	MVHS will actively communicate with custodial and maintenance departments to ensure faculties are both maintained and code compliant. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Director of Facilities & Maintenance, Principal	(O)Local Districts	2016-2017 SY	Maintenance Records and Reviews	
2	Campus and District leadership will review and adjust staffing ratios and budget operations annually. (Target Group: All) (NCLB: 4)	III	Principal	(L)Local Funds	2016-2017 SY	Reports: AEIS,ADA, Skyward: Course Counts	
3	Staff will be trained in: Safety Care. (Target Group: SPED) (NCLB: 4)	III	Assistant Principal(s), Teacher(s)	(F)IDEA Special Education, (L)Local Funds	August 2016	Decrease in PEIMS reportable offenses Percentage of CPI Certifications on campus	
4	High School tests campus safety/crisis management plan. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Principal, School Nurse, Teacher(s)	(L)Local Funds	2016-2017 SY	Log of visits and results Log of safety drills Emergency Operations Plan	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	High School reviews and updates the Crisis Prevention and Management Plan at least annually. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Principal, School Nurse	(L)Local Funds	2016-2017 SY	Revised and updated manuals	
6	MVHS will install video cameras in common areas (including CTE facilities) to promote a safer school environment	III	Assistant Principal(s), Principal, Teacher (s)	(L)Local Funds	2016-2017 SY	Technology inventories, Reduced referrals / investigation reports / property loss.	
7	MVHS will provide required character and student safety education (Sexual Harassment, bullying...) opt out forms will also be provided	III	Assistant Principal(s), Principal, Teacher (s)	(L)Local Funds	August 2016	Materials inventory, Agendas	
8	MVHS will maintain and keep up to date safety equipment in labs/shop classrooms	VII	Assistant Principal(s) Teachers (s) Facilities	(L) Local Funds (S) State Funds	2016-2017 SY	Passing inspection and receipt of installed equipment	

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: Staff Development

District Goals: MVISD will recruit and retain highly qualified, effective personnel and provide quality staff development.

Campus Performance Objective: Objective 1. MVISD will recruit, screen and hire highly qualified staff for all positions
Objective 2. MVISD will provide staff development and documentation in all required areas.
Objective 3. MVISD will provide staff development in order to enhance core compentencies among instructional staff.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Continue process for support of employees experiencing performance deficiencies. (Target Group: All) (NCLB: 4,5)	IV	Assistant Principal(s), Principal	(L)Local Funds	2016-2017 SY	Record of meetings and intervention materials developed. TTESS Documents Power Walks	
2	Continue plan for employee recognition. (NCLB: 3)	IV	Assistant Principal(s), Principal, Teacher(s)	(L)Local Funds	2016-2017 SY	Excel Teachers selections Texas Exel Awards Social Committee Activity documentation Staff Shirt orders	
3	Maintain the number of highly quality teachers on campus through hiring and development of staff. (Target Group: All) (NCLB: 4)	IV	Assistant Principal(s), Principal	(L)Local Funds, (F)Title II-TCHR/TRNG,	2016-2017 SY	Staffing Patterns Class Maximums Course Selection Sheets Professional Development Plan: Fundamental 5 observations	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	Provides training and materials for State Assessment improvement programs. (Target Group: All) (NCLB: 1,2)	IV	Assistant Principal(s), Teacher(s)	(L)Local Funds	2016-2017 SY	AEIS and value added Program reviews: 20 Days to State Assessments Curriculum, A+,USA Test Prep Training Sapling documentation: STAAR/EOC ESC20, and TASA Conf.	
5	MVHS will provide opportunities for quality PD targeting intervention for all sub-populations (Target Group: All) (NCLB: 1,2,3,4,5)	IV, II	Principal, Teacher(s)	(F)IDEA Special Education, (F)Title II- TCHR/TRNG, (S)HS Allotment, (L)Local Funds	Summer 2017	Attendance Certifications	
6	Provide online Professional Development opportunities for all teachers	IV, II	Assistant Principal(s), Principal, Teacher(s)	(F) Title IIA TPTR, (S) Local Funds	2016-2017 SY	PD 360 completion certificates CTE / AP / & additional training doc.	
7	MVHS will promote professional learning communities focused on meeting campus and district strategic goals. (Target Group: All)	IV	Assistant Principal(s), Principal, Teacher(s)	(L)Local Funds	2016-2017SY	Staff Development Exchange Day Forms Collaborative Wednesday agendas	
8	To improve the use and effectiveness of the TTESSTeacher Evaluation System. (Target Group: All) (NCLB: 3)	IV, II	Assistant Principal(s), Principal	(L)Local Funds	2016-2017 SY	Walk through documentation Observations. AWARE TTESS Reports. Web Based TTESS Review Certificates.	
9	Campus leadership will schedule collaborative planning / mentoring opportunities for staff (Target Group: All)	IV	Assistant Principal(s), Principal, Teacher(s)	(L)Local Funds	2016-2017 SY	Collaborative Wednesday Agendas	
10	Additional training in differentiated instructionl will be provided to staff (Target Group: All) (NCLB: 1,2,3,5))	IV, II	Assistant Principal(s), Principal	(F)Title IIA - TPTR, (S)HS Allotment, (L)Local Funds	2016-2017 SY	Completion certificates	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
11	MVHS will provide opportunities and support for teachers to participate in the lesson study PD model for improved instruction.	II, V	Assistant Principal(s), Principal, Teacher(s)	(L)Local Funds	2016-2017 SY	Meeting agendas, Aesop Reports, lesson plan templates, AWARE performance reports	
12	MVHS will provide opportunities for CTE teachers to attend professional conferences	V, IV,	Assistant Principal(s), Principal, Teacher(s)	(F)Carl Perkins (CTE), (L)Local Funds	2016-2017 SY	Certificates of completion	
13	MVHS will provide opportunities for Advanced Placement teachers to attend PD trainings	II, IV, V	Assistant Principal(s), Principal, Teacher(s)	(F)Title II- TCHR/TRNG, (L)Local Funds	2016-2017 SY	Certificates of completion	
14	Mentor teacher will be paired with new teachers to the campus.	IV	Assistant Principal(s), Principal, Teacher(s)	(F)Title II- TCHR/TRNG,	2016-2017 SY	Documentation Teacher survey feedback Roster available	

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: Technology

District Goals: MVISD will improve, expand and utilize state of the art technology throughout the district to increase the effectiveness of student learning instructional management and administration.

Campus Performance Objective: Objective 1. MVISD teachers, librarians, and administrators ensure that technology is incorporated into classroom instruction on a daily basis.
Objective 2. MVISD will develop and implement available resources for teachers, students, parents, and administration for school and home access.
Objective 3. MVISD will improve and enhance the district webpage to be user friendy and updated weekly.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	Each classroom has a networked, on-line computer; add 1-2 units per classroom. (Target Group: All) (NCLB: 4)	VIII	Assistant Principal(s), Principal, Technology Designee	(L)Local Funds	2016-2017 SY	Survey of classrooms for computer use by end of first semester.	
2	All Instructional Classrooms are equipped with working LCD projectors. (Target Group: All) (NCLB: 5)	VIII	Principal, Technology Designee	(L)Local Funds	2016-2017 SY	• Lesson plans & Walk-Through Data • TTESS • AWARE	
3	Science students will have access to appropriate software and ancillary equipment. (Target Group: All) (NCLB: 5)	VIII	Assistant Superintendent(s), Principal, Technology Designee	(L)Local Funds (S) State Funds	2016-2017SY	Annual Department Program reviews: • Rock-SIM software • Cyber ED • District Scope & Sequence • R-Tech: robotics software	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
4	Science students will have access to classroom sets of laptop computers for laboratory experiments (Target Group: All) (NCLB: 5)	VIII	Assistant Principal(s), Technology Designee	(L)Local Funds	2016-2017 SY	• Lesson Plans • Observations • Walk-through data	
5	Activity A: All professional staff is assessed to determine technology skills. (Target Group: All) (NCLB: 3)	VIII	Technology Designee	(L)Local Funds	2016-2017 SY	• Individualized Technology Improvement Plan • STAR Chart Data	
6	Activity B: All professional staff are trained to use current technology as per attached plan—pages 1-5 of Technology Plan (Target Group: All) (NCLB: 3)	VIII	Technology Designee	(L)Local Funds	2016-2017 SY	• Sign-in sheets for training sessions • Activities completed per Individual Technology Plan	
7	Plan for upkeep of technology and ancillary equipment will be developed. (Target Group: All) (NCLB: 5)	VIII	Technology Designee	(L)Local Funds	2016-2017 SY	• Campus Technology Audit • Purchase Orders	
8	Provide needed instruction in the use of various types of technology to all students (Target Group: All) (NCLB: 5)	VIII	Assistant Principal(s), Technology Designee	(L)Local Funds,	2016-2017 SY	Students will have available one technology class per year.	
9	Training on technology used to provide instruction to all students as per the district curriculum standards for all core curriculum areas. (Target Group: All) (NCLB: 5)	VIII	Assistant Principal(s), Teacher(s), Technology Designee	(F)Title II - TCHR/TRNG, (S)HS Allotment, (S)Instructional Materials Allotment, (L)Local Funds	2016-2017 SY	• Curriculum TEKS Resource System • Lesson Plans • USA Test Prep Program Review • Sapling Learning Reports • Discovery Education Streaming Review	
10	Utilize available technology to increase communication avenues. (Target Group: All) (NCLB: 4)	VIII	Assistant Principal(s), Teacher(s), Technology Designee	(L)Local Funds	2016-2017 SY	• Family contact information updated in Skyward • Teacher Web Pages	
11	MVHS will continually replace and purchase new graphing calculators to address enrollment increases.	II, VII	Assistant Principal(s), Teacher(s), Technology Designee	(L)Local Funds, (S)HS Allotment,	2016-2017 SY	Inventory	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
12	CTE students will have access to technology in-line with current industry standards; allowing for certification.	II, VII	CTE Teachers, Principal, Assistant Principals	(F)Carl Perkins (CTE), State funding	2016-2017 SY	Inventory	
13	Teachers will have access to classroom technologies that will align courses with current business and industry standards.	II, VII	CTE Teachers, Principal, Assistant Principals	(F)Carl Perkins (CTE), (L)Local Funds (S) State	2016-2017 SY	Inventory	
14	MVHS teachers and students will have increased server storage space and access to wireless technology.	II, VII	Assistant Principal(s), Teacher(s), Technology Designee	(L)Local Funds	2016-2017SY	Inventory	

2016-17 Campus Improvement Plan for Medina Valley High School

Area of Focus: Student Discipline

District Goals: MVISD will reward and reinforce positive behavior while maintaining a safe and appropriate environment in which everyone is held responsible and accountable for his or her choices and actions.

Campus Performance Objective: Objective 1. MVISD will ensure that all state and federal rules regarding student discipline are properly implemented.
Objective 2. MVISD will adopt and fully implement systemic programs and activities designed to enhance school climate and culture.
Objective 3. MVISD will systematically identify and implement programs aimed at resiliency skills and safe and drug free school activities.
Objective 4. MVISD will adopt and implement a rewards systems to encourage positive behaviors and citizenship.

CNA Legend

i. Demographics
ii. Student Achievement
iii. School Culture and Climate
iv. Staff Quality, Recruitment and Retention
v. Curriculum, Instruction, and Assessment
vi. Family and Community Involvement
vii. School Context and Organization
viii. Technology

Resources Fiscal Legend

(F) Federal - Title I, II, III, Perkins, IDEA B
(S) State - Categorical
(L) Local

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
1	DAEP Leadership Academy (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Principal	(L)Local Funds	2016-2017 SY	Disciplinary Referrals	
2	Review/enforce Student Handbook and Student Code Of Conduct in each classroom. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Teacher(s)	(L)Local Funds	August 2016	Referrals Observation Week 1 Presentation emails	
3	Communicate the discipline management plan to the community and parents. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Principal	(L)Local Funds	2016-2017SY	Web postings Agendas Handbooks	
4	Implement positive behavior incentives (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Teacher(s)	(L)Local Funds	2016-2017 SY	Final Exam exemption counts. Flex Year early out program.	

	Strategies	CNA Links	Person(s) Responsible	Resources (Fiscal)	Timeline	Evidence/Evaluation	Amendments
5	Consistent behavior management/intervention program with a focus on character education. (Target Group: All) (NCLB: 4)	III	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	(F)IDEA Special Education, (L)Local Funds, (S)State Compensatory	2016-2017 SY	Disciplinary Referrals Intervention Referrals Collaborative Wednesday assembly agendas:Bullying Dating Violence Dangers of Drug/Gang Activities Lesson Plans: Think First and Stay Safe	

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	**Position**
Dwight McHazlett:	Principal
Lauren Biediger:	Fine Arts Teacher
Travis Brown:	Math Teacher
Gerri Butler:	Career & Technology Education Teacher
Andrew Carawan:	Science Teacher
Mary Castellano:	Special Education Department Chair
Renee Flores:	World Language
Carl Keller:	Social Studies Teacher
Lt Col Robert Spracale:	JROTC Instructor & Department Chair
Jessica Stein:	ELA Teacher
Julie Scharber	Parent
Larry Arnold	Community Member
Louis Janoski	Business Member

CPOC Meetings* for 2016-17			
#	**Date**	**Time**	**Location**

* 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.



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.

- In an addition to the above the following were reviewed.
- T. E. A. 2015 Index Reports
- T.E.A. 2015 PBMAS
- T.E.A. 2015 System Safeguards
- T.E.A. 2015 Distinction Report
- T.E.A. 2015 TAPR

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
All demographics are performing well on state assessments	Technology (more specifically calculators TI-84 Plus CE) to assist SpecEd/ELL and underperforming students (students not prepared for rigor of high school mathematics courses) visualize and understand concepts
MVHS graduation rates are considerably higher than the state average	Increase participation in advanced courses/dual credit enrollment for ELL, Hispanic, African American and Special Ed.
Performance on Algebra 1, Biology, US History, for SES poplulations	Increase enrollment in Higher Education for all populations.
LEP scores higher than state average	Increase participation of all demographics in ACT/SAT participation
	Increasing performance level in U.S. History EOC
	Increase LEP scores for science 73% and Math 67%. Compared to last
	Provide innovative course for students that are underprepared in algebra.
	Address students (especially Eco. Dis. With writing skills
	Increase percentages of all pops meeting TSI
	Increase number of students scoring commended and advanced across all tested subjects and sub-pops

Summary of Needs (2-5 Priorities)

- Offer a T.E.A. innovative course for students struggling in math. Strategic Learning for High School Math
- Provide an update to read 180.
- Continue to provide intervention for at risk students.

- Provide Special ed students with class set of TI-84 Plus CE .A colored calculator may provide assistant to those students with specific learning disabilities.



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.

- In an addition to the above the following were reviewed. _____
- T. E. A. 2015 Index Reports _____
- T.E.A. 2015 PBMAS _____
- T.E.A. 2015 System Safeguards _____
- T.E.A. 2015 Distinction Report _____
- T.E.A. 2015 TAPR _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- SS & Math Distinctions Earned
- SAT/ACT scores at or above state average
- 98% graduation rate
- All campus EOC scores are higher than state average
- 98% Graduation Rate
- SS and Math distinctions earned
- ACT/SAT at or above State average
- Four year longitudinal grad rate 99%
- Reading /ELA/ Math top 25% student progress
-
-

Needs

- Increase student attendance
- Increase/continue interventions for SpEd & GenEd populations
- Readily available technology
- Increase rigor in core classes
- Increase enrollment in advanced courses
- Coherent sequences in CTE Q4
- Increase AP/IB performance in Social Studies, Math. Science and increase
- Continued pullouts for all subjects
- Add state approved innovative course to help assist 9th graders struggling in math.
- Increase TSI readiness
- Continue development of guaranteed and viable curriculum to include

Summary of Needs (2-5 Priorities)

- Increase student attendance to state average of 95.9% or above
- Increase enrollment in advanced courses for all populations.
- Follow a coherent sequence in CTE courses
- Increase TSI readiness



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.

- In an addition to the above the following were reviewed. _____
- T.E.A. 2015 Distinction Report _____
- T. E. A. 2015 Index Reports _____
- T.E.A. 2015 PBMAS _____
- T.E.A. 2015 System Safeguards _____
- T.E.A. 2015 TAPR _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
Identifying students not involved in activities	Utilization of Higher Learning Center
Being aware and tracking student attendance	School-wide implementation of habit/competency-based curriculum (e.g., 7 Habits, Teaching Teams) with measurable outcomes in successful transition to higher education and other post-secondary tracks.
Promotion of achievement via school marquee and signage	More incentives for good attendance.
Math and Science has improved	Give parents more information about how they can get involved in their children's education and school functions.
Social Studies remains consistent	English STAAR needing improvement
Campus Safety plan in place with signage	Socio economic needs more opportunities for improvement
Social Worker on Campus	Better survey techniques
	More colloboration of staff to address issues

Summary of Needs (2-5 Priorities)

- Being able to provide tangible incentives for all student to attend school
- Provide information to parents on way to become more involved in our school and committees.
-



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.

- In an addition to the above the following were reviewed.
- T.E.A. 2015 Distinction Report
- T. E. A. 2015 Index Reports
- T. E. A. 2015 Index Reports
- T.E.A. 2015 System Safeguards
- T.E.A. 2015 TAPR
-
-
-
-
-

See the CAN/CIP Procedures Guide for Sample Probing Questions

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
• Friendly environment	• Quality professional development
• District makes an effort to give annual raises.	• Invest in more bandwidth, so that the technology we have allows consistent access to what teachers and students need.
• Department chairs involved in the interview process	• PO's more streamlined for convenience and to enhance students need and achievement.
• Many teachers with spec. ed .161 certification	• pool days for teachers that need them.
• TTESS- Admin. aware of effective teaching	• • Short-term incentive for unused local leave bank
• TTESs-Observations/Feedback done in a timely manner	• PO needs to be faster and more efficient
• Staff development for CTE teachers and funding for those teachers to attend beneficial CTE staff	• Technology or the availability for it to be in working order in labs
• Teacher recognition and moral boosters	• Mentors for new teachers
•	•
•	•

Summary of Needs (2-5 Priorities)

- Provide quality professional development and support for new teachers
- Increase bandwidth and the availability of working computer labs
- Incorporate a local pool bank and provide incentives for unused local days



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.

- In an addition to the above the following were reviewed. _____
- T.E.A. 2015 Distinction Report _____
- T. E. A. 2015 Index Reports _____
- T.E.A. 2015 PBMAS _____
- T.E.A. 2015 System Safeguards _____
- T.E.A. 2015 TAPR _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Intervention pullout for math and science- 4 wks. prior to STAAR
- Practical Writing Course
- Flex Year
- Scheduled tutorials
- PACE/PPC students in classes and tutorials
- Writing Lab
- Collaborative Wednesday Tutorials
- Algebra Lab

Needs

- Align with 21st Century Learning Skills
- Quality Training
- Intervention classes for S.S. and ELA
- Additional inclusion support
- Adding Strategic Learning for High School Math
- Need assessment to track innovative course
- 100 plus calculators T-I84 or better
- Following and closely monitoring prerequisites of classes for scheduling

Summary of Needs (2-5 Priorities)

- At least 100 graphing calculators for math classes 9-12th gr. TI 84 and TI-Inspire calculators for student growth and broken calculators
- Need to hire adequate staff based on student request and needs.
- Intervention and STAAR countdown pullout classes for at risk students



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.

- In an addition to the above the following were reviewed. _____
- T.E.A. 2015 Distinction Report _____
- T.E.A. 2015 PBMAS _____
- T.E.A. 2015 System Safeguards _____
- T. E. A. 2015 Index Reports _____
- T.E.A. 2015 TAPR _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

statements about the strengths, as well as the priority need areas of the district/school.

Strengths	Needs
Comprehensive survey	lack of action on survey
Open House	push for greater involvement in students academic success
Fish Camp	Identifying students not in activities and clubs
High School Orientation	More sky alerts
Strong community ties through clubs and organizations	A Fall Carnival-Each Club or Organization hosted a game or a
Sky alerts	Health and Fitness
Award Ceremonies	
Course selection process for incoming Freshman	
Relay for Life	
Performance and PAC center	

Summary of Needs (2-5 Priorities)

- Provide information to parents on how to get involved with campus and district committees.
- Provide interventions and student conferences to meet their needs.



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,
- 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.

- In an addition to the above the following were reviewed. _____
- T.E.A. 2015 Distinction Report _____
- T. E. A. 2015 Index Reports _____
- T. E. A. 2015 Index Reports _____
- T.E.A. 2015 System Safeguards _____
- T.E.A. 2015 TAPR _____
- _____
- _____
- _____
- _____

See the CAN/CIP Procedures Guide for Sample Probing Questions

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

- Information is emailed or printed
- Buddy system is good and set in place
- Collaborative Wednesday is good for clubs for student's that ride the bus and can't stay after school.
- Maps are covering all bases
- Sky alerts
- Intervention classes and pullouts
- • The PA to praise students and staff on their accomplishments
- The pullout of students to help with STARR.

Needs

- "Buy in" approach to the master schedule
- Have only one class scheduled for a shop class that requires the use of a shop.
- Adjust Freshman mentor program/ meet less' more meaning and focus
- Find ways to unify the staff
- • Share student numbers so staff can order supplies for the next year.
- A better explanation or a more detailed explanation of the Master Schedule and the big picture as opposed to; this is what you will teach next year
- More activities for student morale(break down cliques)
-

Summary of Needs (2-5 Priorities)

- Facilitate activities /rewards for students and staff alike to promote a positive culture
- Provide a safe enviornment by maintaining equipment that is aligned with business and industries standards
- More activities during school time for the students, i.e. dances, sports event, festivals
- Explanation to teachers about the master schedule so that they "buy in"
- Meaningful activities for Freshman mentor program with guest speakers. Plan is todevelop a purpose for different careers for students



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 Implementatior
- 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.

- In an addition to the above the following were reviewed.
- T.E.A. 2015 TAPR
- T.E.A. 2015 Distinction Repor
- T. E. A. 2015 Index Reports
- T. E. A. 2015 Index Reports
- T.E.A. 2015 System Safeguards

See the CAN/CIP Procedures Guide for Sample Probing Questions

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	Needs
Varied technology(mobi, hover cam, etc..	More instructional technology
Eduphoria	Trainings on what computers can do on a student level.
AESOP (Teacher Attendance	Refresher course for Eduphoria
IMA Money	Access to Wi Fi
Updated Teacher computers	Technology Smart Boards and programs
Read 180 update	math and reading programs
	Access to more bandwidth
	Software to be used with mobi in math and reading
	Calculators TI 84 plus CE due to increase in enrollment and broken

Summary of Needs (2-5 Priorities)

- Add more instructional technology to every classroom with less firewall restrictions so students can complete projects
- Provide trainings and technologies available to use on classroom instruction
- Update computer labs to have 30 desktops.
- Refresher course for Eduphoria and other technology training.

NCLB Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Offer a T.E.A. innovative course for students struggling in math. Strategic Learning for High School Math

Provide an update to read 180.

Continue to provide intervention for at risk students.

Provide Special ed students with class set of TI-84 Plus CE .A colored calculator may provide assistant to those students with specific learning disabilities.

Student Achievement

Increase student attendance to state average of 95.9% or above

Increase enrollment in advanced courses for all populations.

Follow a coherent sequence in CTE courses

Increase TSI readiness

School Culture and Climate

Being able to provide tangible incentives for all student to attend school

Provide information to parents on way to become more involved in our school and committees.

Teacher Quality

Provide quality professional development and support for new teachers

Increase bandwidth and the availability of working computer labs

Incorporate a local pool bank and provide incentives for unused local days

Curriculum, Instruction and Assessment

At least 100 graphing calculators for math classes 9-12th gr. TI 84 and TI-Inspire calculators for student growth and broken calculators

Need to hire adequate staff based on student request and needs.

Intervention and STAAR countdown pullout classes for at risk students

Family & Community Involvement

Provide information to parents on how to get involved with campus and district committees.

Provide interventions and student conferences to meet their needs.

School Context & Organization

Facilitate activities /rewards for students and staff alike to promote a positive

Provide a safe enviornment by maintaining equipment that is aligned with business

More activities during school time for the students, i.e. dances, sports event,

Explanation to teachers about the master schedule so that they "buy in"

Meaningful activities for Freshman mentor program with guest speakers. Plan is todevelop a purpose for different careers for students

Technology

Add more instructional technology to every classroom with less firewall

Provide trainings and technologies available to use on classroom instruction

Update computer labs to have 30 desktops.

Refresher course for Eduphoria and other technology training.