

**Judson Independent School District**  
**Coronado Village Elementary School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

## Vision

Judson ISD is Producing Excellence!

## Value Statement

### JISD Values:

Students First

Teamwork

Accountability

Results Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-Way Communication

# Comprehensive Needs Assessment

## Needs Assessment Overview

In the 2016 -17 school year, the campus will need to prioritize a few areas to ensure student success. First, attendance rates will need to improve. This will be supported through contacting parents of students with unexcused absences, using Attendance Intervention Plans, and providing good attendance with attendance parties. Scores will need to improve in all areas of the STAAR test. Writing scores were the lowest scores on campus, and the campus is in year 2 of a writing campus initiative to improve scores. Reading scores have remained stagnant over time, even though the campus received Academic Distinctions in Reading. However, in the areas of Student Progress, and Academic Achievement in other areas (Math, Science, Writing), our campus did not receive Distinctions. Another goal will be to reduce the amount of ISS and OSS placements, especially those who are also served by special education. The campus will create discipline expectations in common areas, and work with teachers to ensure routines in the classroom.

# Demographics

## Demographics Summary

This year, the campus will need to continue support to improve attendance through the use of various strategies (Attendance Improvement Plans, Use of Attendance Tracker, Parent phone calls and conferences, and attendance parties for those meeting attendance goals). Those parents of students not meeting the 90% rule for attendance will be required to attend a Spring conference to determine if the child meets promotion criteria. The campus will also need to get as much information on new students as quickly as possible to ensure student support services (Special Education, RtI, 504, McKinney Vento, or migrant needs) can be addressed quickly.

## Demographics Strengths

Student enrollment at 414.

Mobility Rate is 16% down 6% points from last year.

Attendance rate 96.79% up .09% from 201415.

Teacher: Student ratio remains low in many grades (Dual Lang K5 1:18 / EnglishK 1:19 / 1g 1:10 / 2g 1:16 / 3g 1:10 / 4g 1:19 / 5g 1:19).

## Demographics Needs

Continue to improve attendance rates, especially in PK and PPCD (PK is only grade level in school with 0 students awarded perfect or good attendance awards).

We had 19 kids with 10+ absences

Interventions needed for those with more than 10 absences

Support those students new to campus and get intervention needs started within first 3 weeks.

## **Student Achievement**

### **Student Achievement Summary**

STAAR scores need improvement in all subject areas. Special education students need the most support, as these passing rates are below state average. The scores also add to the priority needs of the district (PBMAS). The RtI process was refined this current year, but there still needs to be more monitoring to ensure that Tier 2 is completed by teachers with fidelity. The campus needs to create specific RtI times to assist teachers with this implementation. The campus also needs to work to create formative assessments for units to monitor student understanding, provide additional support as needed, and determine areas to spiral for additional support. The campus is dedicated to continue the use of Accelerated Reader program to support reading initiatives in grades 4 & 5.

### **Student Achievement Strengths**

\*3g Math STAAR- 93% passing and 18% advanced

3g Reading STAAR -89% passing and 53% advanced

\*5g Math scores demonstrate that 90% of students met or exceeded progress measures

\*5g Reading scores demonstrate that 80% of students met or exceeded progress measures.

\*1st Administration 73% Math / 77% Reading 25% Reading Advanced 21%

Math Advanced LEP performance passing rate exceeded that of district or state

### **Student Achievement Needs**

\*STAAR Math 4g - 70% with only 5% advanced

\*STAAR Reading 4g - 78% with 27% advanced

\*STAAR Writing 4g - 68% with 7% advanced

\*STAAR Science 5g - 70% with 11% advanced

\*Passing Rates for 1st administration on 5g Reading and math are lower than last year (15% Rdg / 7% math)

\*Special Education students performance was below 60 % in Reading, Math, Writing, and Science - 3g, 4g,

Can not compare this data to last year because STAAR A scores were not factored into accountability. However, the passing rate was low last year.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The campus surveys (parents, students, and staff) demonstrate a need to support teachers in identifying discipline options for students who do not meet the code of conduct. The Discipline Advisory Team needs to create a menu of discipline options for in classroom use, as well as for office referral consequences. To reinforce positive behavior, the campus needs to keep the "Caught Bein' Good" award system in the school. Parents have requested more current information concerning school events. The All-Call announcement system will be used to communicate with parents, as well as Peachjar, Facebook page, and notes home. One area of serious need is in the area of student - student respect.

### **School Culture and Climate Strengths**

\*Parent Surveys: 95% agree child is safe at school 88% agree that teachers takes care of discipline in the classroom

87% believe teachers build strong community. 95% Parents respond favorably to admin (return calls, respectful)

\*Student Surveys: 83% state that the teacher is fair and treats them with respect

90% state that administration treats them with respect

\*Staff Survey:

90% state they understand the principal's vision and the goals in the CIP.

90% believe the counselor is accessible to students.

### **School Culture and Climate Needs**

\*Parent concerns:

8% not contacted if child's grades decline

7% state that the school is not timely in telling parents about events.

\*Student Surveys:

35% state that the teacher seldom or never tells them how they can improve

Student Student respect is low (52% sometimes or never)

29% believe consequences are not given out fairly

70% state students are respectful to the teacher

\*Staff Survey:

5 staff members do not believe they understand the school's approach to discipline.

5 staff members also do not believe the campus has systems in place to reinforce positive students.

3 teachers do not feel common area behavior is safe



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

In the upcoming school year, the state will be implementing a new teacher evaluation system called TTESS. It will be imperative that teachers receive the training needed to perform their best with this new evaluation tool. The teachers have also suggested support in the area of phonics instruction. The campus has also requested training on implementation of the ELPS and language objectives (how to correctly write them and ensure these supports in the classroom). The campus is also not anticipating any teachers leaving, and this is especially important because half the staff is bilingual and these teachers are difficult to find.

### **Staff Quality, Recruitment, and Retention Strengths**

- \*All teachers and aides are HQ.
- \*Hiring process began early last year and all positions were filled with quality applicants.
- \*RtI teachers are experienced 10+ yrs.
- \*Extended Planning meetings have assisted in teacher quality of instruction.

### **Staff Quality, Recruitment, and Retention Needs**

Extended planning must incorporate the data analysis and response to data analysis.

Professional development must be geared toward Rock solid teaching to align with TTESS.

Teachers have requested training on language objectives and ELPS for those with parent denials in the classroom

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers need support in creating unit formative assessments, and then using the data from these tests to plan for instruction. This will also greatly affect the support of RtI teachers to address struggling students. Special education students need the most support as their STAAR scores are below that of the state and district. ELL scores are positive, but a continued effort to support ELL students and their teachers must be continued.

### **Curriculum, Instruction, and Assessment Strengths**

A schedule was created at the beginning of the year with Extended Planning and RtI times.

These extended planning sessions were beneficial (based on teacher survey) in aligning TEKS, and in creating formative assessment.

RtI times in the schedule allowed for students to receive RtI support without missing out on instruction.

### **Curriculum, Instruction, and Assessment Needs**

Weak areas in Extended Planning were: the use of data for planning, and the use of data to change instruction for reteach /retest.

Weak areas in RtI time periods: Teachers felt that they did not have enough extension activities for children who did not need RtI.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parent surveys demonstrate a need for better communication about upcoming school events. The school will look into developing a campus calendar for parents to highlight important activities on campus. This communication will not just be in the form of a calendar, but should be through the all-call system, Peachjar, Facebook and through flyers. When possible, communication should be provided in English and Spanish.

### **Family and Community Involvement Strengths**

CASE report continues to rank CVE high in family and community involvement.

HEB community partnership

The campus hosts several different events (academic, social, etc) for students and parents.

### **Family and Community Involvement Needs**

AWARE bulletins have not always been sent out in English and Spanish.

Website is only in English.

Timely communication of events is ranked as a priority for campus and PTP due to parent surveys.

## **School Context and Organization**

### **School Context and Organization Summary**

In the upcoming school year, teachers will try to elicit a room parent for each classroom. A parent volunteer room will be developed, and parents will be solicited to come to the school and support teachers and the campus. Respect issues will need to be addressed through teacher classrooms, counseling, and assemblies.

### **School Context and Organization Strengths**

Student surveys report that over 90% of students feel safe at school.

Teachers collaborate at Extended planning 1 x per week

Parent surveys suggest that parents are pleased with administration's handling of discipline (94%)

### **School Context and Organization Needs**

Although students feel safe at school, over 1/4th of students feel that there is a definite issue with student -student respect.

Teachers collaborate weekly, but the level of trust is still not high among teachers (76%).

# **Technology**

## **Technology Summary**

In the upcoming school year, the campus needs to ensure that all students have weekly technology classes, as well as a time for teachers to sign up for the lab so that students can incorporate technology into their learning.

## **Technology Strengths**

Student technology proficiency rated in the exceeds range on CASE

Teachers request Google Docs training.

Chrome books / COW / carts are being used frequently

## **Technology Needs**

Lack of funding does not allow for the campus to purchase more technology.

Students are not using computerized programs at home as much as we want (Istation, First in Math, Stride, etc.).

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices



# Goals

## Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 1:** Reading scores will improve as demonstrated by:

\*English Reading STAAR scores (Grades 3 -5) will meet or exceed 85% and At Risk and Economically Disadvantaged students will meet or exceed 75%.


\*ELL Reading STAAR scores (Grades 3-5) will meet or exceed 75%.










\*English Istation overall reading Tier 1 scores (Grades K-5) will meet or exceed 80%, and Tier 3 scores will not exceed 10%

\*Spanish Istation overall Tier 1 scores (Grades K-3) will meet or exceed 75%, and Tier 3 scores will not exceed 15% (NCLB Performance Goals 1, 2).

**Evaluation Data Source(s) 1:** 2017 STAAR scores (in all subgroups); 2016-17 I-station scores (grades K-5)

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) Provide professional development and resources in reading instruction to improve student performance on STAAR and Istation</p> <p>a) Staff development in phonics instruction and phonics program implementation expectations (Kb-3g) to address phonemic awareness and spelling concerns on Istation assessments.</p> <p>b) Staff development (K-5g) on the use of Focused Reading Binders to ensure more prescriptive instruction to students.</p> <p>c) Targeted staff development (4 sessions during the month of September) to support teachers with the implementation of balanced literacy and guided reading.</p>	Administrator, RtI Facilitator	<p>Staff Development Agendas</p> <p>*Lesson Plans</p> <p>*CLOSE Reading evidence from 3-5g classrooms</p> <p>*Phonics program implementation</p> <p>*Guided Reading / Focus Group Notebooks</p> <p>*Implementation as witnessed by walkthroughs</p> <p>*Increase in students passing rates in reading STAAR</p> <p>*Increase in Tier 1 students (K-2g) on Istation from September to May.</p> <p>*Decrease in Tier 3 students (K-2g) on Istation from September to May.</p>				
Funding Sources: 199-7 -General Operating - 500.00						

<p>2) Implement the Reflective Practice Model in the area of Reading.</p> <p>a) Review data from formative assessments, student work, and instructional rounds.</p> <p>b) Develop short-term and long-term goals for the improvement of student performance.</p> <p>c) Discuss and implement high yield reading strategies based on data analysis.</p>	<p>Administration, RtI Facilitator</p>	<p>*Data from bi-monthly PLC's, student work, assessments</p> <p>*Journal Reviews</p> <p>*Istation improvement from BOY to EOY</p> <p>*DRA data demonstrating the number of students on grade level or above</p> <p>*STAAR / STAAR A Reading Scores</p>				
<p>Funding Sources: 199-7 -General Operating - 200.00</p>						
<p>3) Continue Accelerated Reading Program for grades 3-5, as well as author visits and author studies, to motivate students to read in and outside of school (Authors - SS Crummel and Miss Anastasia)</p>	<p>Librarian RtI Facilitator</p>	<p>*Accelerated Reader usage reports</p>				
<p>Funding Sources: 199-7 -General Operating - 3250.00, Campus Activity Funds - 110.00</p>						
<p>4) Offer tutoring for At-Risk students who are struggling to meet STAAR passing standards in Reading</p>	<p>RtI Facilitator</p>	<p>*Tutoring plans *Improvement in STAAR reading scores</p>				
<p>Funding Sources: 171-7 State Compensatory Education - 3000.00</p>						
<p>5) Provide scheduled time bi-monthly to work with reading teachers to:</p> <p>a) create formative assessments b) identify and implement high yield reading strategies</p>	<p>Team leader RtI Facilitator Administrator</p>	<p>Pre and Post assessments Student gains in reading on CBA and STAAR assessments</p>				
<p>Funding Sources: 199-7 -General Operating - 800.00</p>						
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness










**Performance Objective 2:** Fourth grade writing STAAR scores will improve as demonstrated by:

\*Fourth grade students will meet or exceed 80% passing rate on STAAR and STAAR in Spanish, with a minimum of 25% of students scoring a 5 or higher on the written composition.

\*At Risk and Economically Disadvantaged students will meet or exceed 75% passing rate on STAAR and STAAR Spanish with a minimum of 20% of students will scoring a 5 or higher on the written composition (NCLB Performance Goals 1, 2).

**Evaluation Data Source(s) 2:** 2017 STAAR writing scores (in all subgroups); CVE Writing Rubric

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development on: a) Writing strategies to use in all areas using Barnabie stems to stimulate journal responses. b) Writing is WORTH IT	Principal, Assistant Principal	Staff Development Agendas Lesson Plans Alignment walkthroughs Increase in students passing rates in writing STAAR				
			Funding Sources: 199-7 -General Operating - 200.00			
2) Use the Reflective Practice Model in the area of Writing. a) Review pieces from writing portfolios and writing CBA's to create short and long term goals. b) Discuss and implement high yield writing strategies based on data analysis.	Administration, RtI facilitator	Writing portfolios Interactive Journals  Increase in 4g student passing rates on STAAR / STAAR A writing  Increase in percentage of students scoring 5-8 on expository and narrative prompts.				
			Funding Sources: 199-6-General Operating - 500.00			
3) Offer tutoring to At-Risk students who are struggling to meet state standards in writing.	RtI Facilitator	Tutoring Plans Improvement in writing scores in English and Spanish on STAAR				
			Funding Sources: 171-7 State Compensatory Education - 880.00			
4) Each grade level will implement writing offices (In English and Spanish) with students, and writing portfolios will be used to collect writing samples throughout the year in grades K-5 to determine each student's writing proficiency based on the campus-developed rubric.	Administration	Writing offices in classrooms Writing portfolios Writing rubrics (End-of-year) for each child				
			Funding Sources: 199-7 -General Operating - 200.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 3:** Math scores will improve in all grade levels as demonstrated by:

\*English Math STAAR scores (Grades 3 -5) will meet or exceed 82%

\*ELL Math STAAR scores (Grades 3-5) will meet or exceed 75%.

\*At Risk and Economically Disadvantaged students will meet or exceed 75% passing rate (NCLB Performance Goals 1,2).

**Evaluation Data Source(s) 3:** 2017 STAAR math scores (grades 3-5) in all subgroups.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development in the area of math instructional strategies: a) Math strategies - grade level specific-based on low Student Expectations from previous STAAR. b) Math extension activities for use during RtI. c) Math number sense activities for grades K-2	Administration, Math vertical team	Professional development agendas  Walkthrough data on implementation of math workstations and extension activities				
Funding Sources: 199-7 -General Operating - 300.00						
2) Use the Reflective Practice Model in the area of math. a) Review data from formative assessments, student work, and instructional rounds. b) Develop short-term and long-term goals for the improvement of student performance. c) Discuss and implement high yield math strategies based on data analysis.	Administration, RtI Facilitator	RPM agendas Common Assessment data Walkthroughs				
Funding Sources: NA - 750.00						
3) Implement after-school tutoring for At-Risk students struggling to meet STAAR math standards	RtI Facilitator	*Tutoring plans *Improvement of STAAR math scores				
Funding Sources: 171-7 State Compensatory Education - 2000.00						
4) Provide scheduled time bi-monthly to work with math teachers to: a) create formative assessments b) identify and implement high yield math strategies						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 4:** Fifth grade Science STAAR scores will improve as demonstrated by:

\*English Science STAAR scores will meet or exceed 80%

\*Science STAAR scores for the groups of ELL, At Risk, and Economically Disadvantaged will meet or exceed 70% (NCLB Performance Goal 5).

**Evaluation Data Source(s) 4:** 2017 STAAR science scores (All students and subgroups)

**Summative Evaluation 4:**










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development in effective science instruction to affect positive school-wide changes a) Increase labs for students of all ages b) Interactive Journals	Administration, science vertical team	Staff development agenda Common Assessment data Walkthroughs				
Funding Sources: 199-6-General Operating - 300.00						
2) Hold a school-wide science fair to encourage student science inquiry.	Science Teachers , Administratioin	Science Fair				
Funding Sources: 199-7 -General Operating - 250.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 5:** Campus will monitor all At-Risk students (including migrant and McKinney-Vento students) monthly through the use of data analysis from common assessments and I-station to ensure supports are provided for struggling learners through the RtI process (NCLB Performance Goals 1, 2, 3, 5).

**Evaluation Data Source(s) 5:** RtI fidelity checks, At-Risk STAAR scores, At-Risk CBA Scores, At-Risk Istation scores, At-Risk STRIDE scores, At-Risk common assessment scores.

**Summative Evaluation 5:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher RtI meetings monthly to determine struggling student needs (Tier I, II, III), create a plan and provide support (Write-In Readers) and document progress monitoring.	RtI facilitator, teachers	Istation data Stride data Progress Monitoring (Eduphoria)				
Funding Sources: 171-7 State Compensatory Education - 388.05						
2) Provide before school, during school, and after school tutoring to AT-Risk students who struggle to meet grade level expectations.	RtI Facilitator	Tutoring list of students served  STAAR and CBA passing rates of students who are being tutored.				
Funding Sources: 171-7 State Compensatory Education - 3020.00						
3) Ensure all students who qualify as McKinney-Vento or migrant are monitored to determine student needs (providing appropriate services such as meals, clothing, and transportation) to improve student academic progress and attendance.	Counselor	McKinney-Vento list Meeting notes with families				
Funding Sources:						
4) Provide At-Risk students struggling to meet grade-level expectations with chrome books at school to access additional time in intervention programs.	RtI Facilitator	Intervention Program Usage Report Demonstrate a 1 or 2 on STAAR progress measure in Reading and Math.				
Funding Sources: 171-7 State Compensatory Education - 2000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 6:** All English Language Learners will meet or exceed state standards on 2017 STAAR Reading, Writing, Math and Science assessments, with any test under 80% demonstrating a 5% growth over the previous year(NCLB Performance Goals 1, 2, 9) .

**Evaluation Data Source(s) 6:** TELPAS and STAAR scores

**Summative Evaluation 6:**












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all teachers with ELL students are trained on how to use the ELPS to linguistically accommodate their lessons to impact student progress.	Administration	Staff development agendas				
Funding Sources:						
2) Ensure all DL teachers and teachers of ELL students provide a vocabulary-rich environment that includes visuals and anchor charts for student use.	Administration, Bilingual Rtl	*Vocabulary word walls (bilingual) in classrooms *Usage of Spanish-English dictionaries by students in the DL program *Walkthroughs supporting the use of bilingual pairs to facilitate oral language *Supplemental materials to support language development				
Funding Sources: 199-7 -General Operating - 500.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

## Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 1:** Improve school - home communication with families as measured by a 85% positive response by parents on the end-of-year survey.

**Evaluation Data Source(s) 1:** Parent Center, Bright Arrow, website, Facebook posts, and school calendars.  
Parent surveys demonstrating positive feedback on communication of school news.

### Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use electronic media in addition to paper bulletins to improve communication with parents. a) PTP Facebook page b) Parent Center to send emails c) Bright Arrow to send weekly updates d) School Calendars every 2 month of school events	Administration and PTP board	Parent involvement memberships, goals and activities				
	Funding Sources: 199-7 -General Operating - 200.00					
2) Support and grow the DOGS (Dads of Great Students) program for Coronado Village	Counselor	Number of DOGS on campus and frequency of their presence				
	Funding Sources: Campus Activity Funds - 200.00					
3) Advocate for parent volunteerism to support classroom needs, as well as student clubs (Robotics, marimbas, choir, etc).	Administration, Club leaders	Number of adults supporting the program with volunteer efforts.				
	Funding Sources: NA - 100.00					
4) All classroom teachers will hold Fall parent conferences (minimum of 90% of parent participation required) in which parents are provided with educational support information on their child.	Classroom Teachers	Parent Conference Form required to be turned in to administration by November 1, 2016.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						













**Goal 2:** To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 2:** Create a calendar of parental involvement activities to support family-school relationships, ensuring that at least 10 activities take place over the school year(Academic Night, PK/K roundup, Open House, STAAR awareness night, etc.) (NCLB Performance Goals 1,5).

**Evaluation Data Source(s) 2:** Event flyers, School calendar of events, Parent sign-in sheets at events

**Summative Evaluation 2:**








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide a minimum of three academic training nights to provide parents with tools that they can use to support their children at home.	Administration, teachers	Parent sign-in sheets, surveys				
Funding Sources: NA - 1000.00						
2) Encourage and support the Dual Language program by providing parents opportunities to see DL projects (coming to the school, posted on facebook page), participate in DL celebrations, and attend the annual Dual Language picnic sponsored by CVE DL parents.	RtI bilingual facilitator, Administration	Attendance at DL gatherings				
3) Hold a Fall Festival to bring the CVE community together in a supportive atmosphere.	PTP and School Administration	Amount of participants in attendance.				
Funding Sources:						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.**

**Performance Objective 1:** The campus will recruit, hire, develop and retain an effective workforce to improve the academic success of the students by ensuring that all teachers and aides are highly effective (NCLB Performance Goal 3).

**Evaluation Data Source(s) 1:** Employee retention reports, Highly Effective Teacher reports, Highly Effective aides report.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attend job fairs (May - July) to ensure the hiring of highly qualified personnel, especially in the area of bilingual education and special education.	Administration	Highly Qualified staff prior to start of new school year.				
2) Ensure that a hiring team (of a minimum of 3 people) is used when hiring all staff for campus positions.	Administration	Hiring Team Interview Forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** To increase employee satisfaction and retention of highly effective teachers and instructional aides.

**Performance Objective 2:** Teachers will participate twice monthly in professional learning communities (PLC) in order to reflect on student learning and instructional practices, and make instructional decisions to positively impact student growth (NCLB Performance Goal: 3) .

**Evaluation Data Source(s) 2:** RPM agendas, Data disaggregation

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a school schedule to include time for PLC's (Professional Learning Communities) every 2 weeks.	Administration, Rtl facilitator	Agenda, schedule calendar, PLC products	✓	✓	✓	
2) Provide teachers with administrative support in creating assessments, identifying effective strategies, and reviewing data to support student achievement.	Administration, Rtl Facilitator, Classroom teachers	Formative assessments Data Analysis Intervention Plans				
Funding Sources: 199-7 -General Operating - 1600.00						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** To increase employee satisfaction and retention of highly effective teachers and instructional aides.

**Performance Objective 3:** 100% of CVE staff will engage in activities to build leadership capacity, such as leading staff development, planning involvement activities, and chairing grade level and other campus committees (NCLB Performance Goals 3) .

**Evaluation Data Source(s) 3:** Sign-up lists for campus committees

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will sign up for two campus committees and for two involvement activities for the school year.	Administration	Committee meetings				
2) Teachers will participate in grade-level planning sessions, collaboratively planning for student needs.						
3) Team leaders will meet with administration to discuss campus needs, budget requests, and professional development needs throughout the school year.	Administration	Team Leader meetings				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.**

**Performance Objective 1:** Campus principal will meet with campus secretary each month to review purchases and ensure fiscal responsibility based on suggestions made from Site Based Team, stakeholders, and teacher team leaders.

**Evaluation Data Source(s) 1:** Budgets

**Summative Evaluation 1:**









Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A variety of teams (site-based, team teacher leaders, vertical teams, etc.) will collaborate on expenditures to support campus goals.	Administration, Campus Site-Based Team	Team leader/site-based team meeting minutes, campus budget report				
2) Ensure communication with stakeholders concerning the purpose of raised funds	Administration	*Fundraiser flyers *Facebook posts *End-of-year survey results				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning.**

**Performance Objective 1:** Implement a PK-5 counseling and social assistance program schedule that meets district and state guidelines for social and emotional learning (NCLB Performance Goal 4). Pre-K through 2nd grade - 1x per week / 3rd - 5th grade - 2x per month

**Evaluation Data Source(s) 1:** Decrease in discipline referrals; Increase in counseling groups and sessions.

**Summative Evaluation 1:**










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Second Step curriculum will be used by the counselor to support students in a classroom setting (weekly for PK-2 / bimonthly for 3-5th grade), as well as provide small group counseling dependent upon school and student needs.	Counselor	Student Surveys Discipline Data				
2) Provide anti-bullying education a minimum of 2 times per year, and additionally by classes needing more support	Counselor	Documentation of special programs Guidance Plans				
3) The counselor will highlight career strands and various occupations within those strands during morning announcements, and create various school-wide activities to go with each career strand	Counselor	Announcements Career Day				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 2:** Student attendance will increase from 97% to 97.2 % during the 2016-17 school year (NCLB Performance Goals 2, 9).

**Evaluation Data Source(s) 2:** Student Attendance data

**Summative Evaluation 2:**











Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each day that a classroom has perfect attendance, they will earn a letter to spell PERFECT ATTENDANCE, and receive a class reward when achieved.	Counselor	Number of classrooms with PERFECT ATTENDANCE awards				
2) Provide incentives to students who have no absences and 2 tardies or less each nine weeks (attendance necklaces, trophies, certificates, parties, etc.).	Administration, Counselor	Number of students receiving incentives each 9 weeks..				
		Number of times CVE receives the district attendance trophy for highest attendance in district				
Funding Sources: NA - 200.00						
3) Monitor student absences weekly and ensure parent contact to improve student attendance. a) Document attendance in Attendance Tracker, to include Individual Attendance Plans for students with 3 or more unexcused absences. b) Hold mid-year attendance review meetings for students with more than 10 absences (excused and unexcused). c) Hold end-of-year attendance review meetings for students with 17 or more absences (excused and unexcused).	Administration, PEIMS clerk	Attendance Tracker documentation				
4) Hold semester Award Ceremonies for students in PK - 5th grade who have Perfect attendance.	Counselor	Number of students receiving attendance awards				
		Funding Sources: NA - 200.00				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** All students will be taught in an environment that is safe, drug-free, and conducive to learning.

**Performance Objective 3:** Create a school culture that meets the needs of all learners by decreasing the number of discipline referrals on campus by 5%, and ensuring that all students (including special education students) are provided a variety of consequences prior to the use of suspension - ISS / OSS (NCLB Performance Goal 4).

**Evaluation Data Source(s) 3:** School-wide Discipline Plan, Discipline referral data, bully referral data, positive behavior incentive data, surveys (parents, teachers, students).

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a discipline plan that provides teachers with a menu of consequence options to use to address behavioral needs of students.	Administration, RtI facilitator	*Discipline plan RtI Tiered paperwork				
Funding Sources: NA - 200.00						
2) Provide staff development on the school-wide discipline plan focused on TORO Pride.	Administration, CVE staff	Evidence of common area behavioral expectations in hallways (includes adult and student use of language and posters in all common areas).				
3) Students who have more than 2 referrals in a 9 week period will be placed in RtI Tier 1 behavior and a parent conference will be required.						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



# State Compensatory

## Budget for Coronado Village Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
171-7-11-6118	6118 Extra Duty Stipend - Locally Defined	\$7,800.00
171-7-13-6118	6118 Extra Duty Stipend - Locally Defined	\$750.00
171-7-21-6118	6118 Extra Duty Stipend - Locally Defined	\$1,000.00
171-7-11-6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$250.00
171-711--6129	6129 Salaries or Wages for Support Personnel	\$250.00
<b>6100 Subtotal:</b>		<b>\$10,050.00</b>
<b>6300 Supplies and Services</b>		
171-7-11-6329	6329 Reading Materials	\$2,700.00
171-7-11-6399	6399 General Supplies	\$2,550.00
<b>6300 Subtotal:</b>		<b>\$5,250.00</b>
<b>6400 Other Operating Costs</b>		
171-7-13-6411	6417 Travel and Subsistence - Locally Defined	\$400.00
<b>6400 Subtotal:</b>		<b>\$400.00</b>

**Personnel for Coronado Village Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Arce	RtI teacher	11	1
Heather Schumacher	RtI Facilitator	13	1
Laura Lima	RtI bilingual teacher	11	1
Suzanne Yates	RtI teacher	11	1

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cynthia L. Davis	Principal
Business Representative	Sabre Karpowicz	Owner - Mathnasium
Classroom Teacher	Dorothy Cardenas	Dyslexia Teacher
Classroom Teacher	Jessica Clark	2nd Grade Teacher
Classroom Teacher	Perry Hillier	4th Grade Teacher
Classroom Teacher	Sheri Schneider	3rd Grade teacher
Community Representative	Tom Maxwell	U.C. City Council Member
District-level Professional	Steven Tobias	JCARE teacher
Non-classroom Professional	Allison Moffett	Librarian
Paraprofessional	Diana Colunga	Computer Lab Aide
Parent		
Parent	Christina Topinka	Parent of 1st grade student

## Campus Funding Summary

<b>199-7 -General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Guided Reading notebooks, tabs, phonics notebooks, phonics manipulatives, post-it notes, highlighters		\$500.00
1	1	2	Supplies for data analysis (charts, notebooks, etc.)		\$200.00
1	1	3	Accelerated Reader program 3-5g students	Library account	\$2,500.00
1	1	3	Author visit - Susan Stevens Crummel	Part general fund/ part library fund	\$750.00
1	1	5	All In Learning		\$800.00
1	2	1	Folders for offices, journals	199	\$200.00
1	2	4	File folders, laminating of folders	199	\$200.00
1	3	1	Math strategies books, extension activities for students		\$300.00
1	4	2	Refill of science materials for experiments	Science Account	\$250.00
1	6	2	Spanish and English supplemental materials		\$500.00
2	1	1	paper and printing costs of flyers	199	\$200.00
3	2	2	Funding for substitutes		\$1,600.00
<b>Sub-Total</b>					<b>\$8,000.00</b>
<b>171-7 State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Tutoring funds for after-school tutoring		\$3,000.00
1	2	3	Tutoring Compensation to teachers		\$880.00
1	3	3	After-school tutoring funds		\$2,000.00
1	5	1	Write-In Readers	6399	\$388.05
1	5	2	Tutoring materials, intervention materials	Reading supplies - Mentoring Minds	\$1,600.00
1	5	2	Tutoring and intervention materials - Math	General supplies - Mentoring Minds	\$1,420.00
1	5	4	Chrome Books (10)	6399	\$2,000.00
<b>Sub-Total</b>					<b>\$11,288.05</b>

<b>Campus Activity Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Author visit - AR Reward - Ms. Anastasia	Library Activity funds	\$110.00
2	1	2	Money for Initial Meeting (Pizzas)		\$200.00
<b>Sub-Total</b>					\$310.00
<b>199-6-General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Writing journals and portfolios		\$500.00
1	4	1	Science lab materials	Activity Account	\$300.00
<b>Sub-Total</b>					\$800.00
<b>255-6 Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	3	School supplies, clothing supplies	Donations	\$0.00
1	5	3	Transportation		\$0.00
<b>Sub-Total</b>					\$0.00
<b>NA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	2	Measuring Up Live	Activity Account	\$750.00
1	6	1			\$0.00
2	1	3	DOGS parent volunteer night	Activity account	\$100.00
2	2	1	Free books / resources to kids	Donation	\$1,000.00
2	2	3	Donations of candy and trinkets	Donations	\$0.00
5	2	2	Popcorn	Activity Account	\$200.00
5	2	4	Ribbons, certificates, pins	Activity account	\$200.00
5	3	1	Positive behavioral incentives	Activity Account	\$200.00
<b>Sub-Total</b>					\$2,450.00
<b>Grand Total</b>					\$22,848.05