

José Bernabé Muñoz Elementary

Campus Improvement Plan

2016-2017

La Villa I.S.D. does not discriminate on the basis of race, religion, color, national origin, age, sex, or disability in providing educational services, activities, and programs.

El distrito escolar de La Villa no discrimina según la raza, religión, color y origen de nacionalidad, edad, sexo o incapacidad para suministrar servicios, actividades, o programas educacionales.

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Jose B. Muñoz Elementary

School Board of Trustees

Ignacio Lopez, Jr.
Dr. Javier Garza
Mark Romero
Pedro Mata Jr.
Gilbert Hinojosa
Erica Garza
Benjamin Perez

District Administrators

Dr. Jose A. Cervantes-Superintendent,
Monica Mata-Business Manager
Veronica Mendoza-District Testing Coordinator
Nancy Benavides-Instructional Coach

Campus Administrators & Specialists

Dr. Sandra Y. Nieto, Elementary Principal
Dr. Alfredo Salinas, Asst. Principal
Carmen Reyna, Counselor

Campus

Site Based Decision Making Committee

San Juanita Villanueva
Roxanne King
Dionicia RMIREZ
Belia Solis
Janis Montemayor
Lupita Suarez, Parent
Arnie Amaro, Business

Motto

Whatever it takes:
Dream It! Believe It! Achieve It!

Vision

We will be a committed school community where all stakeholders cultivate innovation in the hearts and minds of all La Villa ISD students-The Empowered Life-long Learners

District Goals and Objectives

| | |
|---|--|
| <p style="text-align: center;">District Goal 1</p> <p>LVISD students will receive a <i>quality educational experience</i> that prepares them for the real world.</p> <p>Objective 1: The district will implement a high quality educational program that <i>improves the academic achievement</i> of La Villa students.</p> <p>Objective 2: The district will ensure students have the opportunity to participate in outstanding <i>leadership, competitive, and career training initiatives</i>.</p> <p>Objective 3: The district will increase <i>the level of student engagement</i> in the learning process.</p> | <p style="text-align: center;">District Goal 2</p> <p>LVISD will provide students and staff with a safe and positive environment conducive to learning.</p> <p>Objective 1: The district will ensure that all <i>buildings and grounds are clean</i> and maintained.</p> <p>Objective 2: The district will ensure a <i>safe and nurturing school environment</i> for all students and staff.</p> |
| <p style="text-align: center;">District Goal 3</p> <p>LVISD will strengthen relationships through a variety of <i>communication</i> methods with key stakeholders in an effort to achieve student excellence.</p> <p>Objective 1: The district will utilize <i>technology to enhance communication</i> with all stakeholders.</p> <p>Objective 2: The district will enhance the <i>quality of parental involvement</i> activities.</p> <p>Objective 3: The district will promote <i>positive and effective communication</i> with the board and community.</p> <p>Objective 4: The district will promote <i>positive working and learning relationships</i> among students, staff, parents, and community stakeholders.</p> | <p style="text-align: center;">District Goal 4</p> <p>LVISD will demonstrate responsible fiscal management while maintaining a zero-based budget and increasing the district's fund balance.</p> <p>Objective 1: The district will <i>effectively utilize local, state, and federal funds</i> to improve the educational opportunities for students and staff.</p> |

Campus Goals and Objectives

Goal 1: Academic Achievement – Jose B. Muñoz Elementary will demonstrate exemplary performance in attaining and surpassing state and national academic standards.

Objective 1: Employ a Highly Qualified Staff

Objective 2: Implement a Quality Curriculum

Objective 3: Increase Parental Involvement

Goal 2: Student Discipline – Jose B. Muñoz Elementary will continue to research, develop, and implement an effective discipline management system that is conducive to all student learning and teacher teaching in order to maximize academic growth for all students.

Objective 1: Effective Discipline Management Plan

Objective 2: Implement an Effective Counseling Program

Goal 3: Staff Development – Jose B. Muñoz Elementary shall provide campus personnel with the knowledge and skills to implement highly effective, research-based programs and use “best knowledge” instructional practices to teach, support and enrich the academic growth of all students.

Objective 1: Implement effective professional staff training

Objective 2: Provide paraprofessional & auxiliary staff training

Objective 3: Provide compliance trainings

Goal 4: Fiscal Responsibility – Jose B. Muñoz Elementary shall demonstrate responsible fiscal management while maintaining a zero-based budget.

Objective 1: Maximize funding source

Objective 2: Increase staff awareness of budgeting process

Goal 5: Technology Integration – Jose B. Muñoz Elementary shall integrate technology into instruction and administration in order to increase the effectiveness of student learning and staff development.

Objective 1: Upgrade technology infrastructure and equipment

Objective 2: Increase technology utilization in instruction

Objective 3: Utilize technology to improve communication.

Campus Description

The student enrollment for the 2015-2016 school year at Jose Bernabe Muñoz Elementary was 290. The campus is located in Hidalgo County in the Rio Grande Valley area of Texas. The district is 20 miles from the Region I Education Service Center (ESC). Other student demographic information is depicted in the following table.

Student Populations

| Ethnicity | Number | Percent |
|---|------------|-------------|
| African American | 1 | 0% |
| Asian | 0 | 0% |
| Hispanic | 279 | 100% |
| Native American | 0 | 0% |
| White | 0 | 0% |
| Source of Data: 2016-2017 PEIMS Student Data | | |

Student Sub-Groups

| Student Category | Number | Percent |
|---|------------|------------|
| Economically Disadvantaged | 263 | 95% |
| Limited English Proficient | 74 | 27% |
| At Risk | 202 | 72% |
| Migrant | 33 | 12% |
| Special Education | 8 | 3% |
| Gifted and Talented | 1 | 0% |
| Bilingual | 68 | 25% |
| Immigrant | 0 | 0% |
| Source of Data: 2016-2017 PEIMS Student Data | | |

Accountability Summary Information

Accountability Rating-Met Standard

Index One-Student Achievement-Did not meet standard
 Index Two-Student Progress-Met Standard
 Index Three-Closing Performance Gaps-Met Standard
 Index Four-Met Standard

Received zero out of seven distinctions

Met All but One System Safeguard (12 out of 2)

Reading: all students, Hispanic, ED, and ELL

Writing & Science: all students, Hispanic, and ED

Goal # 1:



Academic Achievement

Jose B. Munoz Elementary will demonstrate exemplary performance in attaining and surpassing state and national academic standard

| CAMPUS GOAL 1: Academic Achievement | OBJECTIVES (areas of concern) | √ Compliance area addressing |
|---|---|--------------------------------|
| Jose B. Munoz Elementary students will receive a quality of educational experience that prepares them for post-secondary education. | Objective 1: Employ a highly qualified staff. | √ Adequate Yearly Progress |
| | Objective 2: Implement a quality curriculum. | √ Accountability |
| | Objective 3: Increase parental involvement. | √ Performance Based Monitoring |
| | | √ Title 1 / State Comp. |
| | | √ Public Education Grant |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|--|--|--|---|
| Objective 1: Jose B. Munoz Elementary students will receive instruction from teachers that are highly qualified. | 100% of the teachers will meet the highly qualified requirements in all subject areas. | A-1 Verify that all current campus staff and proposed new teachers meet the highly qualified requirements. A-2 Implement a teacher/mentor system to assist new staff members going through alternative certification in assimilation into the campus. A-3 Provide guidance and opportunity needed for teachers to get certified in the areas needed for HQ status. | A-1 NCLB HQ guidelines A- 1 Copies of teacher certification and paraprofessional college/testing documentation A-2 Recruit potential mentor teachers | Initial: A-1 Summer Hiring 2016 and 2017 A-2 Aug 2016- May 2017 Interim: A-1 By Nov. 11, 2016, the HQ report will be completed and a plan will be developed if 100% of staff is not Highly Qualified Final: A-2 April-May An assessment of current staff needs will be completed in regards to HQ. | If we do not have 100% highly qualified staff after the identified activities, the district will regroup and identify the factor preventing the 100% compliance. Plans will be made to address the critical factor. |

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|--|--|---|--|--|---|
| <p>Objective 2: Jose B. Munoz Elementary will implement a quality curriculum in Reading for all students.</p> | <p>Benchmarks A-1 The reading STAAR score for 2016 will increase by 10% for all students and all subgroups.</p> <p>A-2 By 2016, 60% of students in K-2nd will attain a 40th percentile or higher on ITBS.</p> | <p>A-1 The district will implement the Region 1 ESC’s C-Scope Reading Curriculum K-5th.</p> <p>A-1 The campus will administer reading benchmark testing. (using Release tests, others assessments and TPRI/Tejas Lee)</p> <p>A-2 Staff will practice and review ITBS/STAAR Reporting categories/strategies daily to increase the depth of understanding of the TEKS.</p> <p>A-3 Utilize DMAC to analyze student data.</p> <p>A-4 Align and connect the Pre-K curriculum to the Texas Essential Knowledge and Skills guidelines.</p> <p>A-6 K-2nd will prepare students to read on grade level by utilizing research based strategies.</p> | <p>Fiscal: State Comp., Title One, Bilingual, At-Risk, GT A1-A3C-Scope and STAAR Booklets Release Tests Tango Software (Wireless Generation C-Palls) Macmillan/McGraw-Hill Unit Skills Test and Unit Benchmarks Scoring High Riverside Publishing The Writing Academy Expository Text DMAC reports Benchmark results A-4 Building Bridges Curriculum, TEKS guidelines, and Circle Time (supplemental). A-5 Scholastic Program A-6 Macmillan/McGraw-Hill book and online activities www.macmillanmh.com-org, oral language, vocabulary, level reader database, the CD resources have a listening library and fluency solutions C Scope,</p> | <p>August 2016-May 2017</p> <p>October 2016 December 2016 January 2017 February 2017</p> <p>A-3 August 2016 to March 2017</p> <p>A-4 August 2016-May 2017</p> | <p>Adjustments will be made to the reading activities based on benchmark results.</p> |

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|--|--|--|---|--|-----------------------------|
| | | <p>A-7 The following reading interventions will be utilized to address students in need of reading assistance:</p> <ul style="list-style-type: none"> • Accelerated Reader • Dyslexia Services • Instructional Games • Extended day (tutorial) • Saturday Academies • Tutoring within the day <p>A-8 K-2nd will utilize Accelerated Reader Program and STAR program in all classrooms and at the library to develop reading comprehension.</p> <p>A-9 3rd-5th students will be provided a well-balanced, literature-based program to target summarization, generalization, inferences, critical thinking and literary analysis.</p> <p>A-10 3rd-5th will use novels and chapter books to enhance student’s interest in reading.</p> <p>A-11 3rd-5th students will have an enrichment tutorial class period.</p> <p>A-12 3rd -5th students will have Accelerated Reader incorporated in classroom and library.</p> | <p>Florida Center for Reading Research activities</p> <p>Fiscal:</p> <p>State Comp., Title One, Bilingual, At-Risk, GT</p> <p>A-7 Macmillan/McGraw-Hill Early Reading Intervention Kit</p> <p>A-8 Study Island</p> <p>A-9 AR Program, Library, Librarian Aid</p> <p>A-10 STAAR Coach (Reading), C-Scope, AR, STAAR Master, Easel</p> <p>Step Up to TEKS</p> <p>STAAR Coach Jumpstart</p> <p>How to get Better Scores</p> <p>STAAR Ready</p> <p>Measuring Up</p> <p>STAAR Motivation</p> <p>Workbooks</p> <p>Forde Ferrier Workbooks</p> <p>*Bilingual Books provided</p> <p>Poster maker to blow up resources</p> <p>White Boards (Class sets)</p> <p>ITBS-Scoring from Houghton Mifflin</p> <p>A7-A13-Documents Camera, Projectors</p> | <p>Initial: Staff Training</p> <p>Interim: Fall 2016 utilize STAAR resources and reading interventions.</p> <p>Final: Summer School remediation for students in need of additional reading interventions</p> | |

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|--|--|---|---|--|-----------------------------|
| | | <p>A-13 Desegregate data and regroup students after Benchmarks (C.P.T. meetings).</p> <p>A-14 Students will monitor and track their progress on benchmarks.</p> <p>A-15 Studies Weekly will be provided to Grades K-5 to enhance in all core subjects.</p> <p>A-16 Literacy Activity Centers</p> <p>A-17 PK-2 Will utilize Sing, Spell, Read & Write program</p> <p>A-18 PK-5 Students will utilize D.M.R. strategies to enhance their reading comprehension</p> <p>A-19 Pearlized Math, Sharon Wells</p> | <p>A-13 Library, Librarian Aide</p> <p>A-15 DMAC</p> <p>A-15 Studies Weekly K-5 (Reading, Math Science, Health and Social Studies)</p> <p>A-17 Teacher kits, student edition books,</p> <p>A-18-19 Copy Paper, laminating Film and color stock paper, file folders, labels, scissors, markers, binders, rolling cart to file student work/info, pencils, Instructional charts, Diagrams, Visual resources, Reading Circle Chart, Composition books, CD Player for read aloud with Microphone for plays, chart tablets, skill boxes, book labels</p> <p>D.M.R. activities, stock paper, file folders, cards, markers, binding machine</p> <p>Copy paper for Sharon Wells, Pearlized Math, binders, labels, manipulatives, markers,</p> | | |

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|--|--|--|---|---|---|
| | | | highlighters, post-its | | |
| Objective 2: Jose B. Munoz Elementary will implement a quality curriculum in Math for all students. | Benchmarks/ STAAR Testing Math STAAR scores for the spring of 2016 will be at 90% passing for all students and all subgroups. | <p>A-1 PreK-1st will implement a hands-on manipulative based approach to build the foundation skills in mathematics (Pearlized Math).</p> <ul style="list-style-type: none"> • PreK-1st will build and strengthen students’ mathematical skills through problem solving. • K-2nd will utilize manipulatives, counters, color blocks, scales for hands-on practice of concepts or processes. • K-5th will utilize technology to reinforce mathematical skills. • Mentoring Math <p>A-2 2nd-5th will implement the Sharon Wells Math Curriculum.</p> <p>A-3 PK -5th teachers will be trained on The South Texas Curriculum</p> <p>A-4 3rd-5th grade teachers will disaggregate data and regroup students after Benchmarks (C.P.T.’s).</p> | <p>Fiscal: State Comp., Title III and Title One funds</p> <p>Building Bridges, MacMillan-Mc Graw Hill Curriculum and Circle time</p> <p>A1-A2 Math manipulatives</p> <p>A3-A6 3rd – 5th Teachers STAAR Math Coach, Kamico, STAAR Metoring Minds: Motivation Math, Reading, Writing, Science</p> | <p>Initial: Summer Staff Training</p> <p>Interim: Fall 2016 utilize STAAR resources and Math interventions.</p> <p>Final: Summer School remediation for students in need of additional Math interventions</p> | Adjustments will be made to the Math activities based on benchmark results. |

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|--|---|---|---|--|---|
| | | <p>A-5 3rd- 5th students will utilize educational math games to practice reinforce skills.</p> <p>A-6 K-5th students will have Blended learning.</p> <p>A-7 Implement Foldables for various learning styles.</p> | <p>Fiscal: Title I, Title II, Part A, State Comp, and Local</p> <p>A-6 IXL Math</p> <p>Workbooks</p> <p>White Boards (class sets)</p> <p>Forde-Ferrier Region One,</p> <p>A-7 Pearlized Math/Sharon Wells-curriculum, copy paper, binders, manipulatives, paper for instructional posters</p> | | |
| <p>Objective 2: Jose B. Munoz Elementary will implement a quality curriculum in Science for all students.</p> | <p>Benchmarks/ STAAR Testing Science STAAR scores for the spring of 2015 will increase by 30% for all students and all subgroups.</p> | <p>Pre-K</p> <p>A-1 Implement an instructional program in the area of Science.</p> <p>A-2 Hands-on activities on science concepts.</p> <p>A-3 Students begin to perform simple investigations.</p> <p>A-4 Students will use one or more senses to observe and learn about objects, events, and organisms.</p> <p>K-2nd</p> | <p>Fiscal: State Comp., and Title One funds</p> <p>A-1 South Texas Curriculum</p> <p>A-2 StemScopes</p> <p>A-5 Harcourt Science/Ciencias, C-Scope</p> <ul style="list-style-type: none"> • Forde Ferrier • STAAR Coach | <p>Initial: Summer Staff Training</p> <p>Interim: Fall 2016 utilize STAAR resources and Science interventions.</p> | <p>Adjustments will be made to the science activities based on benchmark results.</p> |

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|--|--|--|---|--|-----------------------------|
| | | <p>A-5 Develop an understanding of the Scientific process based on Science Texas Essential Knowledge and Skills (TEKS).</p> <p>A-6 Provide hands-on experiments to reinforce Scientific concepts. (mini Science Lab)</p> <p>A-7 Coordinate and develop projects for Science Fair to promote students awareness in science properties.</p> <p>A-8 Implement and integrate a Science Curriculum preparing students for Science STAAR.</p> <p>A-9 Demonstrate hands-on Science experiments.</p> <p>A-10 Implement Life, Earth, and Physical Science experiments.</p> <p>A-11 <i>Grade 5</i> students will monitor and track their progress on benchmarks.</p> <p>A-13 <i>Grade 5</i> teachers will disaggregate data and regroup students after Benchmarks.</p> <p>A-14 <i>Grade 5</i> Science Tutorials</p> <p>A-15 Implement Foldables for various learning styles.</p> | <ul style="list-style-type: none"> • Mentoring Minds • Kamico • STAAR Master <p>A-6-A15 Book of Science, Foldable supplies, color paper, heavy duty hole puncher</p> | <p>Final: Summer School remediation for students in need of additional Science interventions</p> | |

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|--|--|--|---|--|--|
| Objective 2: Jose B. Munoz Elementary will implement a quality curriculum in Writing for all students. | Benchmarks/ STAAR Testing Writing STAAR scores for the spring of 2014 will increase by 20% for all students and all subgroups. | <p style="text-align: center;">Pre-K</p> A-1 Implement a program that exposes students to readiness writing skills. A-2 Pre-Writing Skills (Scholastics Writing Booklets) A-4 Individual Dry Erase Boards for Letter writing. <p style="text-align: center;">K-2nd</p> A-5 Improve writing skills through oral and writing activities. A-6 Implement elements of the writing process (planning, drafting, revising, editing and publishing) to compose text through guided practice as needed. A-7 Implements the foundations of writing (penmanship, capitalization, punctuation). Such as, but not limited to Handwriting without Tears A-8 Implement monthly writing activities. <p style="text-align: center;">3rd-5th</p> A-9 Implement the elements of the writing process (planning, drafting, revising, editing and publishing) to compose text. A-10 Students will write expository, | Fiscal: State Comp., and Title One funds Macmillan/McGraw Hill Writing Workbooks STAAR Master Writing TELPAS Practice Prompts Writing STAAR Coach Pat Jacoby | Initial: August Staff Training Interim: Fall 2016 utilize STAAR resources and writing interventions. Final: Summer School remediation for students in need of additional writing interventions | Adjustments will be made to the writing activities based on benchmark results. |

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|--|--|--|---|---|---|
| | | procedural and persuasive texts to communicate ideas to specific audiences. A-11 Implement monthly writing activities. | | | |
| Objective 2: Jose B. Munoz Elementary will implement a quality curriculum in Social Studies for all students. | | A-1 Implement TEKS curriculum to build a foundation in history, geography, economics, government, citizenship, culture, science, technology, and society. A-2 Implement monthly cultural awareness activities such as 16 de septiembre, cinco de mayo, and Black History Month A-3 Implement activities to help students understand how historical figures and ordinary people helped to shape our community, state and nation A-4 Use of graphic sources to help students understand the concept of time and chronology. A-5 Studies Weekly Pre-K to 5th Special Populations J.B. Munoz will provide Pre-K – 5 th students with appropriate educational services and modification based on student’s individual needs. | Fiscal: State Comp., and Title One funds Computer Lab/Study Island Program Internet Based for School and Home. (Math Blitz, SRA, AR, Success maker) Fiscal: Title III LEP Funds MacMillian/McGraw Hill-ELL Resource Book and Practice Book Hampton –Brown Curriculum Supplies for Foldables Forde-Ferrier (Math, Reading, Writing and Science Lake Shore intervention Kits Science, Reading and Math Kinder through 3 rd | Initial: August Staff Training Interim: Fall resources and Social studies interventions. Final: Social Studies interventions For All Subgroups: August 2016 – Implement DIP & CIP special pops initiatives | Adjustments will be made to the Social Studies activities based on TEKS/Student Needs. Formative Evaluations: Adjustments to special population subgroup activities will |

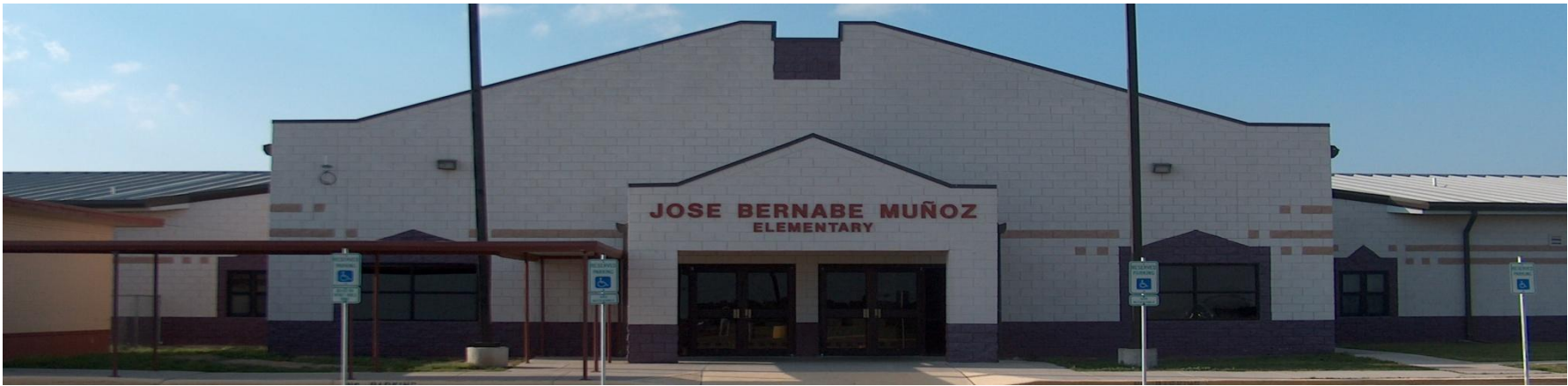
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|--|--|--|--|---|--|
| | <p>Bilingual/LEP</p> <p>Migrant</p> <p>At Risk</p> | <p>Bilingual Education/LEP</p> <ul style="list-style-type: none"> • Foldables • Rigby • Forde Ferrier(Math, Reading, Writing and Science (2nd through 5th)) • Lake Shore Intervention Kits in Science, Reading and Math (Kinder through 3rd Grade) • Tier II and Tier III Intervention • Small Group Instruction for 3rd and 5th grade students • Regrouping after Benchmarks • Classroom Projects/Presentations and Displays • Spanish/English Assessment- LASLinks • After-School Tutoring <p>Migrant</p> <ul style="list-style-type: none"> • Priority for Services • Migrant Club | <p>Grade</p> <p>Fiscal: Title I Migrant LEP/Bilingual Funds Funds</p> <p>Backpacks with school supplies, and Migrant Tutor for Priority Services and Pullout.</p> <p>LASLinks</p> <p>Logramos-Houghton Mifflin Harcourt</p> <p>Fiscal: State Comp.</p> <p>TIER II and TIER III Sidewalks Scott Foresman</p> <p>Progress Monitoring every two weeks for all at risk students. Wireless Generation.</p> <p>Intervention Activity Guide/Progress Monitoring (TPRI)</p> <p>Teacher Professionals will work in small intervention groups.</p> | <p>Every six weeks –</p> <p>Formative Evaluation of six weeks activities and student benchmark performance.</p> <p>June 2017 Special Program Evaluations and recommendations for new initiatives.</p> <p>Priority Service timelines on going progress monitoring every six weeks.</p> | <p>be made based on the 2nd, 3rd, & 4th six weeks benchmark results and any circumstances resulting in the need for intervention.</p> <p>Summative Evaluation: ITBS and STAAR results;</p> |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|---|---|--|-----------------------------|
| | <p>Special Education</p> <p>At Risk</p> <p>GT</p> | <p>Special Education</p> <ul style="list-style-type: none"> • Support Facilitation • Co-Teach • Resource • Positive Approach To Student Success • Small group tutorials • Supplemental Aids <p>SIT/504/Dyslexia</p> <p>Implement Dyslexia program curriculum to address the need for reading intervention for identified students.</p> <ul style="list-style-type: none"> • Use current dyslexia program (Scottish Rite Program). • Small group intervention • Dyslexia Testing <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Enrichment Projects • Implement the screening process to identify all Gifted and Talented students. | <p>Fiscal: SP. ED Funds</p> <p>Leap Frog Pads, computers (Study Island and AR), My Reading Coach, Audio Card Reader/Cards, Flash Cards, daily progress report, monitoring, supplies (paper, ink, printer-laser jet, Dyna Zikes foldables book, colored paper calculator, computers, printer laser jet, flip camera and shredder.</p> <p>Fiscal: State Comp., Title One, Bilingual, At-Risk, GT</p> <p>Fiscal: GT Funds</p> <p>Testing Material GT Committee</p> <p>My Reading Coach is a computer program used to enhance all at risk students reading skills and the dyslexia students</p> | <p>Timelines on going progress monitoring every six weeks as per IEP</p> | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|---|--|--|-----------------------------|
| | | | (headphones, desktop mouse, flashdrives) | | |
| Objective 3: Increase Parental Involvement in school activities. | Throughout the school year 90% of parents will become involved in support activities. | <p>Active Parental Advisory Committee that will meet a minimum of three times a year to review special population initiatives and student performance results</p> <p>Data will be shared with parents as appropriate to the activity conducted and feedback will be solicited to address the individualized needs of students.</p> <p>Documentation of meetings will be maintained.</p> <p>Parental involvement activities will be planned and conducted under the following categories:</p> <ul style="list-style-type: none"> -Parent Informational Group Meetings -Parent Educational Workshops Parent/Staff/Student Progress Conference -Parent Volunteers Parent Committees | <p>Principal, All Staff, SBDM, Parents</p> <p>Parent Letter (mailed)</p> <p>Principal’s Orientations Monthly Newsletters by Parent Institute</p> <p>Treasure Bay Read With Me Books Parent/Child</p> | August 2016- May 2017 | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|--|---|--|-----------------------------|
| | | <p>Campus Calendar for Parental Involvement Events:</p> <p>August/September</p> <ul style="list-style-type: none"> • Principal’s Orientation • Meet the Teacher Night <p>October</p> <ul style="list-style-type: none"> • Parent Meeting #1: STAAR Criteria for Promotion/Retention • Monthly Super Star/Super Cardinal • Costume Day “Say BOO to Drugs!” • National School lunch week- Parent/Student Luncheon <p>November</p> <ul style="list-style-type: none"> • Parent/Student Thanksgiving Luncheon • Six Weeks Super Star/Super Cardinal <p>December</p> <ul style="list-style-type: none"> • Christmas Program <p>January</p> <ul style="list-style-type: none"> • Parent Meeting #2: Parental Enrichment Activity | <p>Copy paper to send notices home</p> <p>Ribbons, crowns, certificates for Super Stars/Super Cardinals</p> | | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|--|--|--|-----------------------------|
| | | <ul style="list-style-type: none"> • Monthly Super Star/Super Cardinal <p>March</p> <ul style="list-style-type: none"> • Public Schools Week • Six Weeks Super Star/Super Cardinal <p>April</p> <ul style="list-style-type: none"> • Six Weeks Super Star/Super Cardinal <p>May</p> <ul style="list-style-type: none"> • Kinder Graduation • End of Year Awards Assembly • Field Day • Muffins for Moms • Donuts for Dads | | | |



Goal # 2:



Student Discipline

Jose B. Munoz Elementary will continue to research, develop, and implement an effective discipline management system that is conducive to student learning in order to maximize the academic growth for all students.

| CAMPUS GOAL | OBJECTIVES (areas of concern) | √ | Compliance area addressing |
|---|--|---|------------------------------|
| Jose B. Munoz Elementary will continue to research, develop, and implement an effective discipline management system that is conducive to all student learning in order to maximize the academic growth for all students. | Objective 1: Effective discipline management plan Objective 2: Implement an effective counseling program. | √ | Adequate Yearly Progress |
| | | √ | Accountability |
| | | √ | Performance Based Monitoring |
| | | √ | Public Education Grant |
| | | √ | Title 1 / State Comp. |

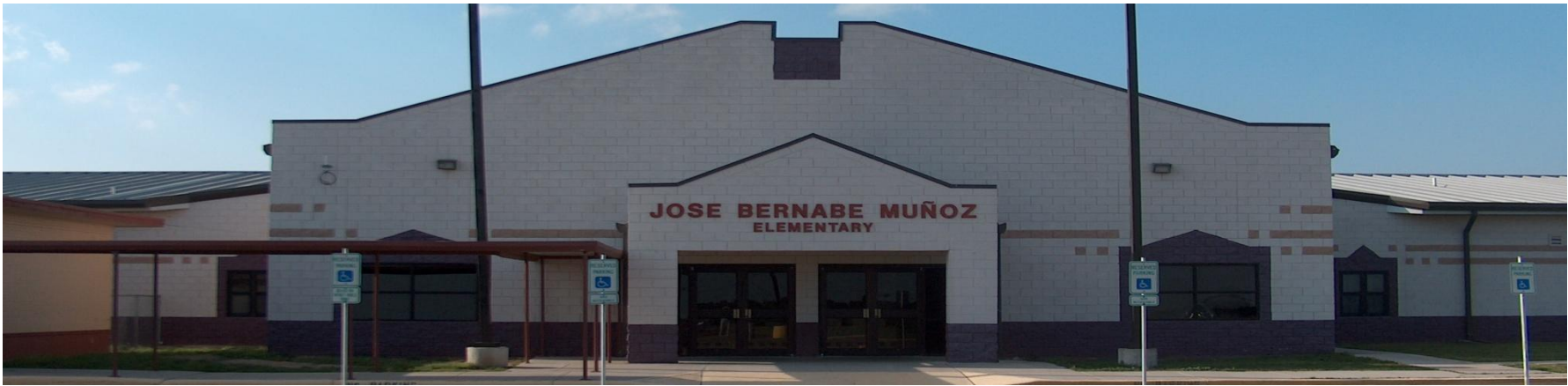
| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|---|---|--|---|---|-------------------------------|
| Objective 1: Maximize academic growth by implementing an effective management system. | Reduce the number of referrals by 10% from previous year. | S-1 Implement Assertive Discipline Strategies in all campus and classroom settings. A-1 Provide all professionals with Lee Canter's Assertive Discipline book as staff development. A-2 Review and Train teachers on Assertive Discipline at staff meetings. A-3 Develop Behavior Intervention Plans (BIPs) for students not following regular discipline plan. A-4 Discipline Committee | All professional staff Principal's Orientation Contract Agreement | Aug.2016-May 2017 | Staff Meetings with Principal |
| | In the classroom with all students | S-2 Implement classroom discipline plans A-1 Develop classroom/grade level rules and consequences appropriate to age and grade. A-2 Display classroom rules A-3 Distribute student handbook outlining all campus rules and consequences. A-4 Implement Infractions, Actions and Consequence policy adopted by school board. | Teachers Rules Letter to Parents Student Handbook | Aug.2016-May 2017 | Principal |
| | | | | | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|---|--|--|-----------------------------|
| | Super Star Assembly Awards Assembly Certificates Rewards San Antonio Field Trip | S-4 Recognize students' positive behaviors in the classroom and across campus A-1 Recognize all students identified as Super Cardinals for each classroom A-2 Recognize all outstanding students in PK and K classrooms every six weeks A-3 Recognize students with perfect attendance | Principal Teachers Counselor Awards Committee Certificates Rewards/Incentives | Every six weeks | |
| | Trainings | S-5 Oversee Special Education Social Adjustment Class for proper implementation of program. A-1 Train campus committee in Crisis Prevention Institute A-2 Collaborate with Special Education COOP with guidelines in providing Least Restrictive Environment (LRE) for all Special Education Students | Special Ed. COOP Personnel Teachers Principal Collaboration with Special Ed. Staff | Ongoing | |
| | Newsletters Meetings Phone Calls San Antonio Field Trip | S-6 Reduce truancy A-1 Communicate with parents the importance of good attendance and possible infractions/consequences for poor attendance. A-2 Reward perfect attendance on a six-weeks and yearly basis. | Principal Teachers Awards Committee Student handbook Truancy guidelines | Ongoing | |
| | Tutoring Intervention Programs | S-7 Provide additional tutorial services for at risk students. A-1 Provide after school tutorials A-2 Implement in school intervention programs for at risk students | Principal Teachers | Ongoing | |
| | | | | | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|---|--|--|--|-----------------------------|
| <p>Objective 2: Counseling activities will enable all students to achieve at a higher level.</p> | <p>Implementation of the character education curriculum “Building Good Citizens For Texas”</p> <p>Incorporate leadership clubs in which character education and a drug free lifestyle are a primary focus.</p> <p>Campus will invite motivational speakers, and plan activities that promote safety and a drug-free environment</p> | <p>S-1 Promote a drug free lifestyle</p> <p>A-1 Conduct campus-wide staff development that focuses on preventive measures such as:</p> <ul style="list-style-type: none"> - Character Education -Bullying Prevention - Leadership Skill Development <p>A-2 Promote campus-based leadership opportunities for the students that will divert potential drug/alcohol abuse through district – wide support for:</p> <ul style="list-style-type: none"> - Student Council - Kids That Care -Migrant Club <p>A-3 Special Events</p> <ul style="list-style-type: none"> - Red Ribbon Week - Career Day - College Week <p>A-4 Individual</p> | <p>Principal, Facilitators, Counselor, Club Sponsors</p> <p>Funds for implementation of behavior management plans: Incentives, rewards</p> <p>Conference/Training Opportunities Funds for special projects</p> | <p>Ongoing August 2016 May 2017</p> | |
| | <p>Counselor will meet with students to address various types of character education such as promoting a drug free lifestyle Teacher Lessons, Special Presentations – Fire Dept. * Conducting Fire Drills /Assess efficiency * Establishing / implementing</p> | <p>S-2 Promote a safe environment for the students of J.B. Muñoz Elementary.</p> <p>A-1 Instruct students about fire prevention</p> <p>A-2 Conduct monthly fire drills / Review evacuation procedures with students</p> <p>A-3 Implement plan/procedure for inspecting / reporting potential hazards with the building.</p> <p>A-4 Individual Counseling</p> <p>A-5 Utilize the Crisis Prevention Intervention Team that is trained in Senate Bill 1196, in restraining, de-escalating</p> | <p>Principal, Facilitators, Counselor, Teachers</p> <p>Principal, Office Personnel/Staff</p> <p>Principal, Teachers, Office Personnel, All Support Staff Counselor</p> | <p>Ongoing August 2016 May 2017</p> | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|---|---|--|--|-----------------------------|
| | <ul style="list-style-type: none"> * An efficient system that will bring imminent resolve * Using Citizens for Texas Curriculum * Using Video Series on Character Education * Presentations on Anger management, Conflict Resolution Establish a system of fast response by the Crisis Team. * Posting signs and locking doors at appropriate times * Conduct drills / assess efficiency Conduct lock-down drills / assess efficiency Refer to numerous duties assigned to all staff members | <p>potential harmful situations</p> <p>A-6 Limit number of entrances into our school to ensure that all visitors sign in at the front counter.</p> <p>A-7 To ensure student safety, parents utilizing the pick-up area will be issued a car tag</p> <p>A-8 Conduct Lock Down Drills Periodically / Review Identified Procedures</p> <p>A-9 Implement a supervision plan that will ensure that all students are being monitored at all times</p> | <p>Fiscal:</p> <p>State Comp., Title One, Bilingual, At-Risk, GT</p> <p>Fiscal: GT Funds</p> <p>Additional Training Principal, Crisis Team, Special Education Coop.,</p> <p>Office Personnel, Teachers, Custodial staff, Food Service Department</p> <p>Office Personnel, Teachers, Custodial staff, Food Service Department</p> | | |
| | <p>Coordinate UIL program</p> <p>Coordinating educational fieldtrips</p> | <p>S-3 Incorporate extra-curricular activities to build interest in education</p> <p>A-1 Implement UIL competitions for students.</p> <p>A-2 Student Council</p> <p>A-3 Kids that Kare</p> <p>A-4 Migrant Club</p> <p>A-5 Initiate hands on learning field trips for real life learning.</p> | <p>Principal Counselor Teachers Sponsors UIL Coaches and Coordinator</p> <p>UIL materials, resources</p> | <p>Fall Semester Ongoing</p> | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|---|--|--|-----------------------------|
| | Reviewing Home Language Survey, Language Assessments, Exiting Criteria, and 2 year Monitoring of Transitional | S-4 Addressing the needs of Limited English Proficient Students A-1 Screening students whose Home/Primary Language other than English A-2 Identification of students based on assessments A-3 Placement of LEP students with parental consent A-4 Monitoring Transitional and Denials | Every 20 days | | |
| | Assessments: Parent & Teacher Checklists, other assessments, Grades, Standardized Tests, Criterion Reference Tests | S-5 Addressing the needs of Gifted and Talented Students A-1 Screening students who have been nominated A-2 Identification of students who qualified A-3 Placement of GT students with parental consent A-4 Monitoring progress of GT students | Counselor GT Committee | Yearly | |



Goal # 3:



Staff Development

Jose B. Munoz Elementary shall provide campus personnel with the knowledge and skills to implement highly effective, research-based programs and use “best Knowledge” instructional practices to teach, support and enrich the academic growth of all students.

| CAMPUS GOAL | OBJECTIVES (areas of concern) | √ | Compliance area addressing |
|--|--|---|------------------------------|
| Jose B. Munoz Elementary shall provide campus personnel with the knowledge and skills to implement highly effective, research-based programs and use “best knowledge” instructional practices to teach, support and enrich the academic growth for all students. | Objective1: Implement effective professional staff training Objective2: Provide paraprofessional and auxiliary staff training. Objective 3. Provide compliance trainings | √ | Adequate Yearly Progress |
| | | √ | Accountability |
| | | √ | Performance Based Monitoring |
| | | √ | Public Education Grant |
| | | √ | Title 1 / State Comp. |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|--|--|--|---|
| Objective 1: Professional staff training... staff development focused on “best practices” that focus on professional skill development. | Agendas and minutes of PLC’s, and SBDM Meetings Increase the instructional effectiveness of all teachers and administrators as measured by the academic success of La Villa ISD students. Special focus on the following: Improvement in the instructional lessons within the classroom as observed by administrators. Increased utilization of technology by the teachers within the lessons. Improved intervention for special populations subgroups. | Site Based Decision Making Committee 1 st Six Weeks-Planning CIP 2 nd Six Weeks-Curriculum adjustment based on second benchmark 3 rd Six Weeks-Curriculum adjustment based on third benchmark 4 th Six Weeks-Staffing Patterns (In preparation for budgeting and next school year) 5 th Six Weeks-Staff Development (Summer and next school year) 6 th Six Weeks-Budgeting A-2 Continuous staff development with focus on the following: <ul style="list-style-type: none"> • Online Grade book & Parent Portal • Lesson Cycle • Data Analysis and how it should guide instructional decisions • Differentiated Instruction • Inclusion | Fiscal: Title I, Title II, Part A, State Comp, and Local Principal, staff Principal and SBDM Committee | Initial: June-August 2016 Plan and conduct staff trainings in areas identified critical to the start of school. (PLC) Interim: Conduct campus trainings that focus on Marzano and integration of technology. Final: April 2017 Survey staff for needed training and begin preparation for June-Aug. 2017trainings. | Adjustments will be made to the staff development activities based on PLC, and Campus SBDM recommendations. |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|--|---|--|-----------------------------|
| | <p>Special Education</p> <p>Agendas and minutes of PLC's, and SBDM Meetings</p> <p>Increase the instructional effectiveness of all teachers and administrators as measured by the academic success of La Villa ISD students. Special focus on the following:</p> <p>Improvement in the instructional lessons within the classroom as observed by administrators.</p> <p>Increased utilization of technology by the teachers within the lessons. Improved intervention for special populations subgroups.</p> | <ul style="list-style-type: none"> • Sheltered Instruction Observation Protocol • TELPAS Training • English Language Arts Proficiency Standards (ELPS) • Bilingual Model 80/20 • LPAC Training • Region 1 new Math TEKS • Thinking Maps • Texas College Readiness Standards • Crisis Prevention Intervention Training (CPI) • Best Practice Workshops • Region One ESC STAAR Training • The Master Teacher Online Professional Development • Teachers working with autistic children will attend training to accommodate for special needs. "Classroom 360 for Teachers of students with Autism" • Ginger Tucker Training • Pearlized Math Training • SharonWells Training • D.M.R. <p>A-3 Administrators will participate in the following training to develop instructional and managerial leadership skills:</p> <ul style="list-style-type: none"> • Turn Around Series (UV) • Curriculum Collaborative | <p>STAAR Training Materials, STAAR Standards and Strategies flip chart</p> <p>Discipline Books and Material, Binders for data analysis, planning and documentation</p> <p>Fiscal: Title I, Title II, Part A, State Comp, and Local</p> <p>Fiscal: Title I, Title II, Part A, State Comp, and Local, LEP</p> | <p>Aug. 2016- June 2017</p> <p>Aug. 2016- June 2017</p> | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|--|---|---|--|-----------------------------|
| Objective 1: Professional staff training... staff development focused on “best practices” that focus on professional skill development. | | <ul style="list-style-type: none"> • T-TESS • Response to Intervention • AYP Staff Development | | | |
| | Staff Meetings | Familiarize staff with both state and national standards on testing and student expectations. A-1 Review National Standards as per AYP reports and campus ratings. A-2 Review State standards as presented on the AEIS report and campus accountability rating tables A-3 Review all indicators on Academic Excellence Indicator System (AEIS) by <ul style="list-style-type: none"> • Special Education • Race • Bilingual Status • Economically Disadvantage • Migrant Status • Content Area tested A-4 Review all indicators addressed to attain adequate yearly progress <ul style="list-style-type: none"> • All students • At Risk • Economically Disadvantaged • Race • LEP • Migrant | Principal Specialists Counselor AEIS reports AYP Reports AEIS & AYP Manuals Fiscal: Title I, Title II, Part A, State Comp, and Local | In service August 2016- May 2017 | |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|--|---|---|--|--|-----------------------------|
| Objective 2: Staff training for paraprofessionals and auxiliary staff | <ul style="list-style-type: none"> • Training • Hands-on classroom experiences Knowledge of research based programs | S-1 Paraprofessionals will support instruction in the classroom by ensuring that research based programs are being utilized with all students. Nurse will provide safety lectures and practices, will also assist with student injuries. | Paraprofessionals Principal Staff Development | Ongoing: 2016-2017 | |
| Objective 3: Compliance training | Staff Knowledge of material learned. | S-1 Staff will receive in-service on: <ul style="list-style-type: none"> • Gifted and Talented • T-TESS • Sexual Harassment • Conflict Resolution | Principal Staff Training Staff Meetings | Ongoing 2016-2017 | |



Goal # 4:

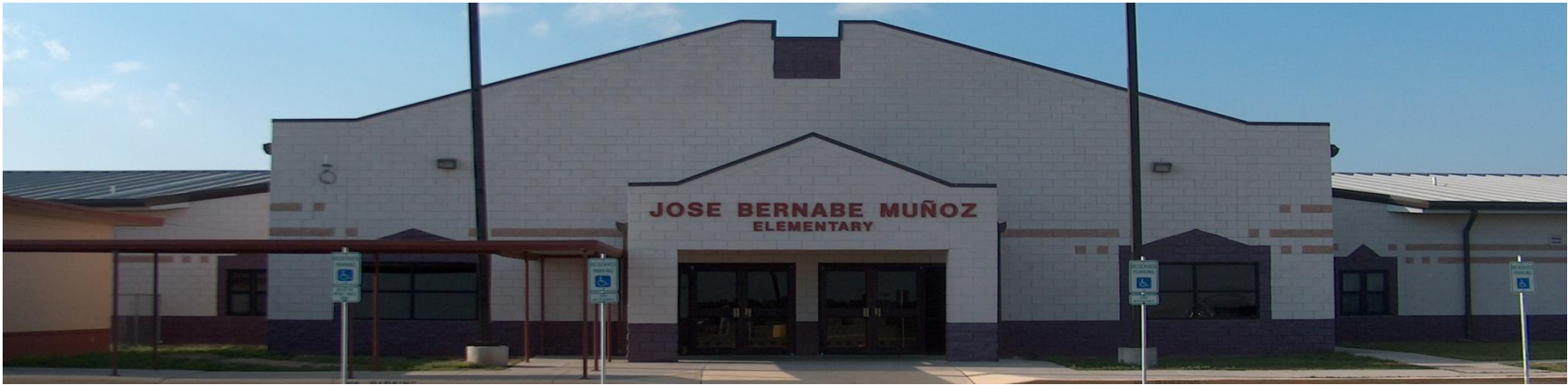


Fiscal Responsibility

Jose B. Munoz Elementary shall demonstrate responsible fiscal management while maintaining a zero-based budget and increasing the campus's fund balance.

| CAMPUS GOAL | OBJECTIVES (areas of concern) | √ | Compliance area addressing |
|---|--|---|------------------------------|
| Jose B. Munoz Elementary shall demonstrate responsible fiscal management while maintaining a zero-based budget. | Objective 1: Increase fund balance. Objective 2: Maximize funding sources. Objective 3: Increase staff awareness of budgeting process. | √ | Adequate Yearly Progress |
| | | √ | Accountability |
| | | √ | Performance Based Monitoring |
| | | √ | Public Education Grant |
| | | √ | Title 1 / State Comp. |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|---|---|--|--|---|-------------------------------------|
| Objective 1: Maximize funding sources | Meetings | S-1 Appropriate use of grant funds such as: <ul style="list-style-type: none"> Title I Part A Improving Basic Programs Title I Part C Education of Migratory Children Title II Part A-Teacher Principal Training and Recruiting Drug Free Campus Wide Fund Raiser ADA (Attendance) | Principal SBDM Grant Criteria Budget allotments for each grant | Ongoing 2016-2017 | Adjustments will be made as needed. |
| | TEA Website Internet E-mails | S-2 Continue to look for grants to strengthen and enhance our educational program. | Business Manager Grant Writer Principal Internet accessibility Access to E-grants | Ongoing 2016-2017 | |
| Objective 2: Increase staff awareness of budgeting process | Needs assessment meetings Budget meetings | S-1 SBDM and grade level representatives will review the needs of the campus by using data and will analyze and determine the best use for the campus monies. | Principal SBDM Grade Level Representatives Data Budget allotments Teacher survey/Input Student Needs | Ongoing 2016-2017 | |



Goal # 5:



Technology Integration

Jose B. Munoz Elementary shall integrate technology into instruction and administration in order to increase the effectiveness of student learning and staff development.

| CAMPUS GOAL | OBJECTIVE (area of concern) | √ | Compliance area addressing |
|---|--|---|------------------------------|
| Jose B. Munoz Elementary shall integrate technology into instruction and administration in order to increase the effectiveness of student learning and staff development. | Objective 1: Upgrade technology infrastructure and equipment. Objective 2: Increase technology utilization in instruction. Objective 3: Utilize technology to improve communication. | √ | Adequate Yearly Progress |
| | | √ | Accountability |
| | | √ | Performance Based Monitoring |
| | | √ | Public Education Grant |
| | | √ | Title 1 / State Comp. |

| DESIRED RESULT (Goal(s) that address each identified area of improvement, including necessary correction of noncompliance) | MEASURABLE EVIDENCE OF CHANGE (Qualitative and/or Quantitative measures of student performance/ program improvement) | ACTIVITIES (Initiatives planned to achieve the desired result) | RESOURCES (Materials/supplies, fiscal, and personnel needed to implement activities) | TIMELINES <i>Initial (Beginning)</i> <i>Interim (Formative)</i> <i>and</i> <i>Final (Summative)</i> <i>for evaluation purposes</i> | Follow-Up Activities |
|---|--|---|--|---|--|
| Objective 1: Upgrade technology infrastructure and equipment | Schedule for technology use | S-1 Campus technology encompasses the use of the following: <ul style="list-style-type: none"> School wide access to Computer On Wheels/laptops Computer Lab Library Lab Ipads Mimios Projectors Smart Board | Fiscal: Title I, Title II, Part A, State Comp, and Local Computer Tech Principal Staff Classroom instruction Research Remediation/tutor/LEP Students Enrichment Need at least 2 working Computers per classroom | Ongoing 2016-2017 | Maintenance of labs and computer updates |
| Objective 2: Increase technology utilization in instruction | Technology Specialist, principal, and grade level teachers will meet to identify technology concerns and areas in need of improvement. Teachers will meet with technology specialist to install | S-1 Increase opportunities for student utilization of technology within the academic core areas. A-1 Implement the district technology plan for J.B. Munoz Elementary which focuses on keyboarding skills and internet accessibility. A-2 Increase opportunities for student utilization of technology. A-3 Implement and utilize software programs that will focus on academic core | Technology Specialist Principal Grade Level Teachers Staff Outside Resources: Region One Specialists Computer software appropriate for students A2- Bulletin boards to | Ongoing 2016-2017 | |

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|--|--|---|--|--|-----------------------------|
| | needed software and report technology concerns and problems. | areas <ul style="list-style-type: none"> • Accelerated Reader • Success maker • Lesson Plans • Grade book A-4 Use internet searches for research projects and presentations A-4 Develop graphs and charts to represent data in content area subjects. | recognize student A.R. points. | | |
| | | S-3 Increase teacher’s knowledge of basic technology skills and electronic communication integration into the instructional process. A-1 Provide all teachers with training on how to use a laptop, email, C-Scope, lesson planning and grade book capabilities A-2 Conduct staff development on integration of technology skills, collaborative learning, and project based learning. S-4 Develop and increase teacher’s knowledge of basic technology skills and integration into the instructional process. <ul style="list-style-type: none"> • Success maker (pending) • Lesson Plans • Grade book • Accelerated Reader | | | |
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|--|--|--|---|--|-----------------------------|
| Objective 3: Utilize technology to improve communication... | Send messages to parents via telephone, email or printed letter. | S-1 Utilize Parent Portal to: <ul style="list-style-type: none"> • Increase student achievement • Increase management efficiency Improve public support and confidence in our school. A-1 Parent access to the La Villa ISD Web site. A-2 Grade book access for parents: Parent Portal | Principal Staff Phone Numbers E-mail Addresses Mailing Addresses Camera to showcase campus activities on the webpage | As needed Available 24/7 | |