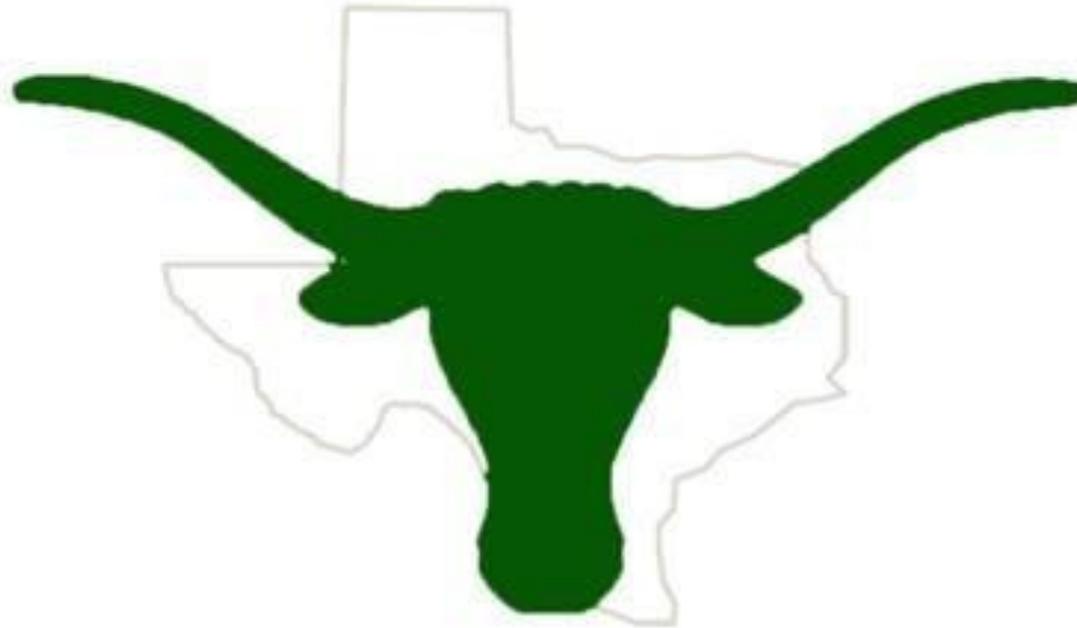# Pearsall Intermediate School

2017-2018 Improvement Plan Summative/Formative Evaluation

Smart Goal = Percent is set to which students will Meet Grade Level		
	Approaches Grade Level = likely to succeed in the next grade or course with targeted academic intervention	
	Meets Grade Level = high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention	
	Masters Grade Level = expected to succeed in the next grade or course with little or no academic intervention	
Quarterly Goals = These are set to track the progress of students academically for obtaining the Smart Goal Academic Percentage. (1st Quarter = August-October, 2nd Quarter = November-January, 3rd Quarter = February-March, 4th Quarter = April-June)		
Problem Statement = Explains what struggle is the District is experiencing.		
Root Cause = Explains what has caused the struggle (problem statement) for the District.		
Objective = Main focus area for the District		
Quatitative Baseline Data = Data that helps determine the quarterly goals that lead to the annual SMART goal.		
District Priorities = The District has established four priorities to focus on. One priority is aligned with each SMART Goal.		
TEA Strategy = The Commissioner of Educaiton has established five priorities for districts to focus on. Each SMART Goal is aligned to a TEA Stategy.		
3-5 Year Goal = This is where the District wants to be, if not higher academically and for accountability.		

District Vision

Learning Today----Leading Tomorrow

District Mission Statement

In partnership with families and community, our purpose is to have alerning environment that is safe, nurturing, and student cenetered where everyone is accountable and all students are empowered to succeed.

District Goals

• Improve Achievement for All Student

- •Create and Implement a comprehensive curriculur framework in all core stubject areas for all students.
- •Develop and support effective instruciton that focuses on high perofrmance of all students.
- •Ensure a safe envrionment in which all students and staff are accountable.
- •Prepare all students to be college and career ready.

•Ensure Efficient and Effective Operations

- •All departments will conduct a system analysis of operational process.
- •Develop an accountability, monitoring, & reporting structure for all departments and schools.

•Ensure Effective Communications

- •Develop and implement a district-wide plan to maximize two-way communication among school, family, & community.

District Priorities

a. Students will be proficient in both reading and math at every grade level.

b. Teachers will successfully incorporate Project Based Learing (PBL) which integrates technology, fine arts, & college and career readiness standards into the curriculum

c. Student, Parent, & Community Engagement Rate will increase.

d. District Personnel Retention Rate will increase.

e. Ongoing support, to include professional development and training, for District personnel will be provided.

Core Values

• A student is the most important person in any school.

• A **student** is not an interruption of our work- he or she is the purpose of our work.

• A **student** is not just a statistic. He or she is a flesh- and -blood human being with feelings and emotions like ourselves

• A **student** is one who comes to us with needs and/or wants. It is our job to fill them.

• A **student** is deserving of the most courteous and attentive treatment that we can provide.

• A **student** is the lifeblood of this and every other district. Without him or her, we would have to close our doors.

2017-2018 Campus Planning Committe

Name	Committee Role
Juliana Lingo	Principal
Kevin Adams	Assistant Principal
Margarita Lozano	Assistant Principal
Marissa Antu	Teacher
Senaida Garcia	Teacher
Julie Gentry	Teacher
Courtny Long	Teacher
Noemi Lopez	Teacher
Michlelle Ramon	Teacher
Tiffany Talamantes	Teacher
RaeAnn Vasquez	Teacher
AnnaKaren Vela	Teacher
Ana White	Teacher
Jordan Harvey	Teacher
Kortne Bell	Paraprofessional

Comprehensive Needs Assessment

Component	TEA Strategic Priorities	Summary	Strengths	Needs	Data Source
Demographics	Improve Low-performing Schools	3rd Grade: 196 students; 119 male; 77 female; 191 Hispanic; 4 white; 6 G/T; 18 SpEd; 16 LEP; 7 Migrant 4th Grade: 147 students; 81 male; 66 female; 138 Hispanic; 9 White; 6 G/T; 14 SpEd; 7 LEP; 3 Migrant 5th Grade: 160 students; 78 males; 82 females; 148 Hispanic; 10 White; 8 G/T; 16 SpEd; 8 LEP; 3 Migrant	We have a variety of ethnicities represented in our schools. The demographics have not changed much in the last few years which helps in being able to identify trends.	Analyze data to understand how the demographics are changing and how that affects STAAR achievement for students. Continue utilizing specialized tracking documentation within teacher data binders to target special population achievement.	PEIMS Data
Student Achievement	Build Foundation in Reading & Math	STAAR DATA:	Student scores on CBA(s) are increasing consistently. Fall benchmark compared to spring benchmark showed growth in all tested areas. Teams on the campus have collaborative goals and are all working together for the principal's common vision, which is clear and sets high standards. Teams regularly (every 3 weeks) collect and analyze data utilizing campus tracking sheets that are kept in teacher data binders. The implementation of the computer programs (i-Ready) has been beneficial and students are showing growth as a result of the program being utilized. The LEP students have maintained, or grown, their achievement throughout this year. This growth should continue throughout the next school year, pending teacher retention in these grade levels. Student achievement is supported through targeted insrutional time allotted for through WIN and Book Club. Tutorials have also supported increase in student achievement.	Continue to implement WIN and Book Club. Support students through targeted tutorials. Maintain Stemscopes, BrainPop, i-Ready, Reading Plus, Splash Math adn other curriculum-supporting products. Continue use of data binders for teachers and homework folders for students. Maintain C&I assistant principal position and math specialist position. Additon of Reading Specialist position to further support ELAR vertical alignment and curriculum.	Reports generated by C&I AP; Walk Through Data; CBA & Benchmark Data; Data Review; Data Binders

Culture and Climate	Recruit/Support/Retain Teachers or P	Over 95% of staff, students and parents feel safe at this school, which is a reflection of a positive culture and climate. The current administration helps staff feel supported throughout the year, through various means. The students perceive the school as a positive place, which has resulted in higher attendance throughout this year and less discipline.	The environment created by staff provides parents and students a welcoming environment. Utilizing 6 weeks awards ceremonies, Math, Reading and Science nights along with Lunch with Loved Ones, Open House and Meet the Teacher, parents and students are able to come together with their teachers to create a workable environment for all. Teachers enjoy a positive school culture including: positive talk from administration, WHAM-BAM PDs, the happy cart, teacher luncheons, and most feel plenty of time collaborating to get things done for the students. All that come to this campus feel that our custodial staff does a fantastic job in maintaining the campus and making sure it looks inviting. The extra-curricular activities on campus for UIL, tutorial and our migrant programs provide extra support when needed for our students.	PBIS continued, and expanded, to be implemented school-wide; Increase parental support of the implementation of the consistent homework folder; Consider increasing teh amount of student clubs and activities tht are extra-curricular	Human resource records; staff, student and parent survey results; personal conversataions with those involved.
Staff Quality, Recruitment, and Retention	Recruit/Support/Retain Teachers or P	100% of staff for 2016-2017 were highly qualified. _6_of those teachers did not return for the 2017-2018 school year	All teachers and staff are highly qualified. Teachers on the campus are very supportive of each other, always willing to help each other. Consistent weekly walk throughs with feedback are beneficial and appreciated from both administration and lead teachers. Administration has been very supportive of new and veteran staff. Communication from administration is clear and a clear vision has been established. Professional Development opportunities are abundant and utilized. The mentor program that has been put in place this year has impacted new teachers in a positive way. The team structure of the campus, with lead teachers, has further helped support teachers throughout the year.	Consistent monitoring of the mentor program to ensure that all teachers feel supported throughout the year.	District wide mentoring program/manual; teacher feedback

| Curriculum, Instruction, Assessment | Improve Low-performing Schools | Kilgo will continue to be used to build the scope and sequence for each grade level using data collected this year | Curriculum is linked to TEKS by YAGS, pacing calendars, Scope and Sequence, Lesson Plans and We/I will statements (Fundamental 5). Data is used to inform CIA through structured grade level meetings with specific topics each week that build on each other. Through data, teachers are able to differentiate instruction. Technology is incorporated in the classroom through various technology options on campus. Data tracking is evident through tracking sheets for IEP, 504, and GT students and the overall special populations data review sheet that are housed in the teacher data binder. A multitude of resources have been purchased in order to more effectively differentiate instruction based on data and the needs of the students. | Review tests that were administered in the previous year and adjust as needed to fit the Pacing Calendars & testing calendar of the coming year. Support reading across the campus by continuing the corrective reading program, reading plus and i-ready. Support the delivery of the ELAR curriculum through a reading specialist position. Support the delivery of teh curriculum by researching new resources that may become availiable. Strengthen teacher knowledge of teh TEKS through vertical alignment. | Aware; Journeys; Mentoring Minds; Measuring Up; STAAR Maker; Kilgo; Lead4ward; GF Educators; Splash Math; Reading Plus; i-Ready |

| Family, Community Involvement | Improve Low-performing Schools | The school has a PTO that meets on the 3rd Tuesday of every month. Parents are encouraged to join and volunteer for school functions. The campus had added academic themed nights this year that showcase students, thus increasing overall participation. | The PTO holds functions many times during the year to encourage family/school partnership. They are constantly looking for new opportunities to bring the families into the school environment & raise money for the school & students
 -Spirit Monkey tags
 -STAARfest
 -track and field day concession
 -Holiday drawings & coloring contests
 - Holiday Family Movie Night
 -Bake Sales
 We have a high involvement of our bilingual parents with their children's education. Church members are involved in reading to our 3rd graders. Community members' feedback is welcomed at school and at the school board meetings. Front office staff and teachers are very welcoming to the community. Many community partnerships exist to support families and students. Retired teachers volunteer to help in the school. Site Based Committee meets on a monthly basis and has community members along with parents serving on the committee. Subject specific showcases, along with book fair, have been successful in increasing involvement. The community has gotten involved to help feed teachers on testing days. Awards ceremonies and the use of social media have increased the parental involvement this year. | More support and volunteering is needed from the community | Sign in Sheets; Activities Calendar; Personal Observations |

School Context Organization	Recruit/Support/Retain Teachers or P	Pearsall Intermediate School is a grades 3-5 campus. Ted Flores Elementary School is the feeder school. The Intermediate has 1 Principal, 2 Asst. Principal, 1 math specialist and 1 Counselor for 500 students.	Staff are competent and meet the needs of students. The schedule with Book Club and WIN time intervention times built into the day has shown an increase in student achievement. The focus on reading, including the homework folders, fluency passages and sight word lists have all contributed to increasing student achievement in reading. Gifted and Talented students get to meet with their GT teacher daily during WIN time to work on extension projects. Scheduling allows for dyslexic classes to meet for an extended amount of time. Migrant students are allowed to meet with their liaison on a weekly basis, the liaison works closely with the teachers to ensure that the needs of the student are met.	Specialist position for reading to target reading alignment and achievement going into the coming year. Dual Language will be needed in 4th grade to accommodate the upcoming cohort.	Discipline records; attendance records; operational manuals and procedural documents developed and used; scores on state tests.
Technology	Improve Low-performing Schools	Technology is utilized in the majority of our classrooms. Teachers feel like they have access to some technology, however some of the technology that is on campus has not been maintained appropriately.	Staff believes technology is very helpful in the teaching and learning process in the classroom. Technology is used in all content areas. It is helpful to students that have difficulty with paper and pen. Network design is ideal for its current usage. Staff has received program specific training. The addition of chromebook carts each year has brought our campus close to a 1:1 scenario	Increase amount of technology professional development offered earlier in the year. Continue to set aside money to reach the 1:1 status completely for all 500 students.	Survey results; lesson plans; observations; walk throughs; teacher surveys; converstations with teachers

Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2017-2018 school year, there will be a 10% growth in both students who approach standard and meet standard in all subjects.				Critical Success Factors (CSF)		
Quarterly Goals (1-4)	55/25	58/28	61/31	65/35	1 - Improve Academic Performance	**Formative and Summative Evaluation**	
Problem Statement	At the end of the academic year 2016-2017, 55% of students are considered approaches standard in all subjects and 25% of students are considered meets standards in all stubjects.				2 - Increase Use of Quality Data	2 - Met and Exceeds	
Root Cause	Lack of foundational skills in both reading and mathematics.				3 - Increase Leadership Effectiveness	1 - Met	
Objective 1	Academic Achievement across the curriulum content areas				4 - Increase Family/Community	0.5 - In progress	
Quantitive Baseline Data	CBA Data; STAAR Data; Benchmark Data				5- Increase Learning Time	0 - Did Not Meet	
District Priority	a. Students will be proficient in both reading and math at every grade level.				6 - Improve School Climate		
TEA Strategy	Build Foundation in Reading & Math				7 - Increase Teacher Quality		

Activities	Person(s) Responsible	Resource(s)/Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Provide professional Development and support in content areas to help retain effective teachers and administrators	Administration; Teachers; District Administration	Swivl Devices; Professional Development Support; Wham Bam PLCs	August 2017	June 201	Staff Qualit	199; St Cp Ed; 211	$24,360; $1,200; $9,226.75	1; 7		
Meet weekly in grade levels to plan instruction, analyze data and adjust instruction.	Administration; Teachers; Grade Reps; Specialists	Data Binders; Tracking Sheets; Wham Bam PLCs	August 2017	June 201	Staff Qualit			2; 7		
Conduct weekly walkthroughs to show the implementation of strategies learned from Professional Development and allow for meetings between admin and teachers to make improvement throughout the year that enables growth as a teacher.	Administration	Walk Through Form in Eduphoria	August 2017	June 201	Staff Qualit			1; 7		
Use i-Ready to identify gaps in reading and math to provide supplemental reading activities and math activities for students	Teachers; 3 paraprofessionals for computer labs	i-Ready; Splash Math; Reading Plus; Computers; Chromebooks; Staffing	August 2017	June 201	Curriculum	211	$28,997.00	1; 5		
Promote strategies for higher level questioning and the Fundamental 5 in lesson planning and delivery.	Teachers; Administration	Targeted Professional Development; Lesson Plans	August 2017	June 201	Student Ac			1; 7		

Offer an Academy after school to targeted students in tested subject areas to help increase student achievement.	Teachers; Administration; District Personel	Teachers; Instructional Resources	August 2017	June 201	Student Ac			1;5	
Implement a book club during the school day to accelerate the reading proficiency of students in all grade levels.	Teachers; Administration	Corrective Reading Program; Reading Plus; Homework Folders	August 2017	June 201	School Cor			1; 5	
Implement WIN Time (What I Need) during the school day to include targeted intervention time for math, writing and science in tested grade levels.	Teachers; Administration; Math & Reading Specialist	Mentoring Minds; Measuring UP; STAR Maker; GF Educators; Splash Math; Stemscopes	August 2017	June 201	School Cor			1; 5	
Decrease class sizes to provide a smaller student/teacher ratio by hiring 3 additional teachers.	Teachers; Administration	3 teachers	August 2017	June 201	Demograph	St Cp Ed	$130,900.00	1; 5	
Monitoring of student progress monitored to track growth in tested subject areas by being assessed approximately every 3 weeks.	Teacher Leaders; Administration; Math & Reading Specialists	Copies	August 2017	June 201	Student Ac	199; St Cp Ed	$10,000; $10,500	1; 2	
Provide teachers with supplies and the supplemental supplies to support the delivery of the curriculum effectively, including additional allocations to support GT, migrant and Bilingual students	Administration; District; Teachers	Stemscopes; Other Instructional Supplies	August 2017	June 201	Student Ac	199; St Cp Ed: 212	$17,900; $14,426; $6,389.04	1; 7	
Have personnel assigned to the library full-time in order to ensure students have access to reading materials	Administration; Paraprofessional	Paraprofessional	August 2017	June 201	School Cor	211	$22,875.00	1	
Provide teachers with technology resources for students and teachers to use in their classroom.	Administration; Teachers	Chromebooks	August 2017	June 201	Curriculum			2; 5	
Offer Attendance and performance incentives to students throughout the school year	Administration	Incentives	August 2017	June 201	Culture and	199	$1,700	1; 5	

Maintain and support library through supplies, training and awards.	Administration; District Librarian	Books; Training; Supplies	August 2017	June 201	Culture and		199	$21,285	1	
Hire interventionist to work with students during book club time utilizing Corrective Reading Program and to implement the gifted and talented program daily.	Principal; Intervention Teacher	Interventionist	August 2017	June 201	Student Ac				1; 5	
Hire Specialized support teachers in both Math and Reading to address student needs and suport teachers.	Administration; Specialists	Specialists	August 2017	June 201	Student Ac	St Cp Ed; 211	$56,500; $50,500		1; 5	

Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2017-2018 school year, students in special populations wills show 10% growth in both approaches standard and meets standard in all stubjects					Critical Success Factors (CSF)						
Quarterly Goals (1-4)	36/8	40/12	44/16	46/18		1 - Improve Academic Performance		**Formative and Summative Evaluation**				
Problem Statement	At the end of the academic year 2016-2017, 36% of students are considered approaches standard in all subjects adn 8% of students are considered meets standards in all stubjects.					2 - Increase Use of Quality Data		2 - Met and Exceeds				
Root Cause	Lack of foundational skills in both reading and mathematics.					3 - Increase Leadership Effectiveness		1 - Met				
Objective 2	Academic Achievement for students in all programs					4 - Increase Family/Community		0.5 - In progress				
Quantitive Baseline Data	CBA Data; STAAR Data; Benchmark Data					5- Increase Learning Time		0 - Did Not Meet				
District Priority	a. Students will be proficient in both reading and math at every grade level.					6 - Improve School Climate						
TEA Strategy	Build Foundation in Reading & Math					7 - Increase Teacher Quality						

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Meet weekly in grade levels to plan instruction, analyze data and adjust instruction.	Administration; Teachers; Grade Reps; Specialists	Data Binders; Tracking Sheets	August 2017	June 201	Staff Quality-F			1; 2; 7		
Use i-Ready and Splash Math to identify gaps in reading and math to provide supplemental reading activities and math activities for students	Teachers; 3 paraprofessionals for computer labs	i-Ready; Splash Math; Reading Plus; Computers; Chromebooks; Staffing	August 2017	June 201	Curriculum-In			1; 2		
Offer an Academy after school to targeted students in tested subject areas to help increase student achievement.	Teachers; Administration; District Personel	Teachers; Instructional Resources	August 2017	June 201	Student Achie			1; 5		
Implement a book club during the school day to accelerate the reading proficiency of students in all grade levels.	Teachers; Administration	Corrective Reading Program; Reading Plus; Homework Folders	August 2017	June 201	School Conte			1; 5		

Implement WIN Time (What I Need) during the school day to include targeted intervention time for math, writing and science in tested grade levels.	Teachers; Administration; Math & Reading Specialist	Mentoring Minds; Measuring UP; STAR Maker; GF Educators; Splash Math; Stemscopes	August 2017	June 201	School Conte			1 ;5	
Decrease class sizes to provide a smaller student/teacher ratio by hiring 4 additional teachers.	Teachers; Administration	4 teachers	August 2017	June 201	Demographic			1 ;5	
Monitoring of student progress monitored to track growth in tested subject areas by being assessed approximately every 3 weeks.	Teacher Leaders; Administration; Math & Reading Specialists	Copies	August 2017	June 201	Student Achie			1 ;2	
Provide teachers with the supplemental supplies to support the delivery of the curriculum effectively, including additional allocations to support GT, migrant and Bilingual students	Administration; District; Teachers	Stemscopes; Other Instructional Supplies	August 2017	June 201	Student Achie			1 ;7	
Provide during-the-day interventions, after school tutorials and intensive intervention grades 3 - 5 for all students, including Special Ed, LEP, At-risk, Migrant and GT. In addition to extended training for teachers in these programs.	Administration; District Suport	Support	August 2017	June 201	Student Achie			1 ;5	

Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2017-2018 school year, 100% of students will be aware of college and career opportunites.				**Critical Success Factors (CSF)**	
Quarterly Goals (1-4)	25%	50%	75%	100%	1 - Improve Academic Performance	**Formative and Summative Evaluation**
Problem Statement	At the end of the 2016-2017 school year, 25% of students are aware of college and career opportunities.				2 - Increase Use of Quality Data	2 - Met and Exceeds
Root Cause	Lack of college and career awareness amongst students.				3 - Increase Leadership Effectiveness	1 - Met
Objective 3	Prepare all students to be college and career ready.				4 - Increase Family/Community	0.5 - In progress
Quantitive Baseline Data	Training certificates, Career Day sign-in/attendance, NEHS participation, Lesson Plans				5- Increase Learning Time	0 - Did Not Meet
District Priority	b. Teachers will successfully incorporate engaging activities which integrates technology-fine arts-college and career readiness standards into the curriculum.				6 - Improve School Climate	
TEA Strategy	Connect High School to Career and College				7 - Increase Teacher Quality	

Activities	Person(s) Responsible	Resource(s)/Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Support counselor through professional development and supplies to impact student achievement and College and Career Awareness.	Administration; Counselor	Training; Supplies	August 2017	June 2018	Culture and	199	$2,850	1 ;6		
Host Career Day to promote CTE education	Administration; Counselor; Teachers	Supplies	August 2017	June 2018	Curriculum-I			1 ;6		
Achieve high success through academic UIL meets	Administration; UIL Coordinator	Supplies & Travel	August 2017	June 2018	Student Ach	199	$2,700	1 ;6		
Maintain Chapter of NEHS	Administration; Counselor; NEHS Director	Dues, Supplies	August 2017	June 2018	Student Ach	199	$250.00	1 ;6		
Implement a College and career culture throughout the campus and within lessons by holding College Day on Mondays allowing students to wear college attire.	Counselor; Administration; Central Office; Teachers	Supplies	August 2017	June 2018	Culture and			1 ;6		

Formative & Summative Evaluation Analysis

SMART Goal 2 (Performance Measure)	By the end of 2017-2018, 100% of the Pearsall Intermediate students will understand the classroom and campus behavior plan and management policy.				**Critical Success Factors (CSF)**	
Quarterly Goals (1-4)	80%	85%	95%	100%	1 - Improve Academic Performance	**Formative and Summative Evaluation**
Problem Statement	Consistancy of behavior expectations between campuses has not been well established.				2 - Increase Use of Quality Data	2 - Met and Exceeds
Root Cause	Lack of beginning of the year understanding of campus expectations.				3 - Increase Leadership Effectiveness	1 - Met
Objective 1	Maintain efficient, effective accountability for all departments and schools.				4 - Increase Family/Community	0.5 - In progress
Quantitive Baseline Data	Discipline Referals, Discipline Placements, Staff Surveys				5- Increase Learning Time	0 - Did Not Meet
District Priority	e. Ongoing support to include professional development and training for District personnel will be provided.				6 - Improve School Climate	
TEA Strategy	Improve Low-performing Schools				7 - Increase Teacher Quality	

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Implement and monitor an effective Positive Behavior Initiative System for classroom management	Administration; SAT Team; Teachers	Professional Development	August 2017	June 201	Culture and			1 ;5		
Acknowledge and reward all students for academic and positive behavior, growth and success.	Counselor; SAT Team; Administration	Awards	August 2017	June 201	Culture and	199	$500.00	1 ;6		
Implement a mentoring program to support new teachers.	Mentor Teachers; Administration	Mentor Handbook; Coverage for Observations	August 2017	June 201	Staff Quali			1 ;6		
Maintain Committees Including: Site Based; SAT & ARD	Administration; District Support; Teachers	Time	August 2017	June 201	Culture and			1 ;2		

Formative & Summative Evaluation Analysis

SMART Goal 3 (Performance Measure)	By the end of the 2017-2018 school year, parent and community involvement will be at 65% for events and social media.				**Critical Success Factors (CSF)**			
Quarterly Goals (1-4)	50%	55%	60%	65%	1 - Improve Academic Performance	**Formative and Summative Evaluation**		
Problem Statement	As of the end of the 2016 - 2017 school year, parent and community events had an average rate of 50% parent participation.				2 - Increase Use of Quality Data	2 - Met and Exceeds		
Root Cause	Parents and community members have a misinterpreted understanding of how consistent participation and support will assist their students and school being successful				3 - Increase Leadership Effectiveness	1 - Met		
Objective 1	Ensure Effective Communications among school, family, and community				4 - Increase Family/Community	0.5 - In progress		
Quantitive Baseline Data	Sign-In Sheets, Surveys, Parent Involvement Calendar, Social Media Statistics				5- Increase Learning Time	0 - Did Not Meet		
District Priority	c. Student-Parent-Community Engagement Rate will increase.				6 - Improve School Climate			
TEA Strategy	Improve Low-performing Schools				7 - Increase Teacher Quality			

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Publish a campus-wide newsletter and have each grade level create a newsletter/activity calendars in both English and Spanish to be sent home and posted monthly.	Administration; Grade Level Representitives	Activity Calendar; Time; Copies	August 2017	June 2018	Family-Com			4		
Hold a Meet the Teacher Night for all grade levels at the beginning of the school year.	Administration; Teachers; Counselors; Paraprofessionals	Supplies	August 2017	June 2018	Family-Com			4		
Implement and maintain Anti-drug and Anti-bullying programs, as well as, promote during Red Ribbon Week and throughout the year. All students and staff will recite an Anti-bullying pledge each morning during announcements.	Counselor; Administration; Teachers	Guest Speakers; Materals & Supplies	August 2017	June 2018	Family-Com			4		

Utilize the Pearsall App for Smart phones & social media to encourage parents to receiving messages from the school regarding activities/events.	Administration	Technology	August 2017	June 2018	Family-Com			4	
Assist in increasing participation in Parent/Teacher Organization by providing incentives for participation for parents and students	Administration; Counselor; PTO officers; Teachers	Support; Time to meet	August 2017	June 2018	Family-Com			4	
Host subject specific nights that invites parents to the campus	Administration; Teachers; Students; Parents	Supplies	August 2017	June 2018	Family-Com	211	$1,868.00	4	
Host awards ceremonies throughout the year and at the end of the year to showcase and celebrate student progress.	Administration; Teachers; Counselor; Students; Parents	Supplies & Awards	August 2017	June 2018	Family-Com			4	
Utilize digital signage in common areas to help parents and community members stay informed of events on the campus.	Administration; Students; Parents; Teachers	Digital Sinage	August 2017	June 2018	Family-Com			4	