Campus Improvement Plan

Potranco Elementary School

2018-2019

190 County Road 381
San Antonio, TX  78253

State ID: 163908105
Mission

Medina Valley Independent School District will provide its students with a superior and diverse education that inspires excellence, promotes accountability and values, and encourages all students to achieve their highest potential.

Vision

Our Students will:
Be passionate and responsible in their learning and in life
Be well-rounded emotionally, socially, and academically
Demonstrate strong values and pride through their actions and beliefs
Follow an educational path that allows them to explore academic and/or vocational career possibilities
Be equipped with the necessary skills, knowledge, and resources for their future
Contribute positively as members of our community and society

Our learning environment will provide:
State-of-the-art and relevant technology and facilities
Consistent and effective communication between the home, school, and district
Classroom experiences focused on student engagement and learning
Opportunities for parents and staff to work together for student success
A staff that is highly qualified, valued, and offered ongoing opportunities for growth
Settings that are both physically and emotionally safe

Our district and community will work together to:
Provide real-life learning opportunities to prepare students for the workforce
Encourage and provide parental involvement and engagement to support the learning environment
Provide a variety of educational programs with appropriate curriculum
Support a growing and diverse population
Build partnerships that are mutually beneficial

Description

Potranco Elementary School opened its doors in 2004-2005 and serves 681 students in grades Pre-Kinder through 5th grade.

Title I Campus

Potranco Elementary is a Title I Campus.
Demographics
Our school is in need of more reading and math specialists for ALL grade levels with more inclusion staff to meet the needs of our growing special education population and the addition of a Behavior Unit and PPCD Unit. ALL teachers, and staff need proper training in dyslexia, autism, and behavior techniques with specific RTI process in place. Parents are in need of parenting classes.

Student Achievement
Special education students scores are overall low therefore, we need the resources to support general education teachers in classroom instruction. We recognize that the lack of a definitive RTI program negatively impact the success of special needs students.

School Culture and Climate
Students and teachers need better systems, structures, and organization to effectively build a positive climate and culture on our campus. Rigorous instruction needs to occur daily by classroom teachers being in attendance daily.

Staff Quality, Recruitment and Retention
Effective training for all Teachers and opportunities for out-of-district professional development and conferences. There needs to be an incentive for staff morale and attendance (individual, grade level). The team leader needs to become a mentor for the new Teachers (to the school and/or grade level). There needs to proper instructional material with frequent updates on out dated materials.

Curriculum, Instruction and Assessment
To enhance our Curriculum and Instruction, we will need to provide support in the following such as: Staff Developments, Tutoring Programs, Technology Programs, Reading/Math/Bilingual Programs, and Instructional Manipulatives.

Family and Community Engagement
We have seen that we have some great strengths at our campus. As we were discussing some of the needs in the past, we have found ways to communicate with parents more effectively using technology such as Remind, Class DOJO, and skyward. Potranco has also been very effective in getting more parents involved on campus through our PTO program, Helping Hands, and including the Family literacy night and STEM night for the second year in a row.
Unfortunately, as we were discussing we also saw many things that our campus still needs. We feel that Potranco needs more programs that allow students to communicate with mentors. We also see that having a career day for all grade levels could start getting students excited about the future and a chance to really learn about those careers.

School Context and Organization
Overall, our campus needs additional staff development in FIT Focus areas. Our campus would benefit from technology being incorporated in dismissal procedures. We could also benefit from additional tutors and academic resources for tutoring.
**Technology**
Teachers have a need for grade level specific assessment programs (ex: early childhood appropriate vs STAAR grade appropriate). Increased student to device ratio is imperative for student progress and preparedness in today's society.

**Special Programs**

**Title I Program**
Potranco is a Schoolwide Title I, Part A campus, providing focused interventions for a large population of economically disadvantaged students and students who struggle academically.

**Addressing Needs of Students At-Risk of Not Meeting State Standards**
The campus leadership team monitors and addresses students who are at risk of not meeting state standards by reviewing trends and patterns on state and benchmark assessments, RTI documentation, and then providing academic support, i.e. after school/parent arranged tutoring.

**Administrators**

- Sandy Bernea: Principal
- Roselyn Payne: AC/VP

**Planning Committee**

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucero Rosas</td>
<td>committee member- 1st grade bilingual</td>
</tr>
<tr>
<td>Yvonne De La Garza</td>
<td>committee member- 5th grade bilingual</td>
</tr>
<tr>
<td>Kristi Smith</td>
<td>Second Grade Teacher</td>
</tr>
<tr>
<td>Leslie Galvan</td>
<td>Editor- 4th Grade Level Chair</td>
</tr>
<tr>
<td>Karen Middlebrooks</td>
<td>Student Acheivement</td>
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<tr>
<td>Ashley Perez</td>
<td>Kindergarten Teacher</td>
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<tr>
<td>Jacklyn Silva</td>
<td>First Grade Teacher</td>
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<tr>
<td>Lucinda Gonzalez</td>
<td>Third Grade Teacher</td>
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<tr>
<td>Veronica Sanchez</td>
<td>Fourth Grade Teacher</td>
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<tr>
<td>Lindsay Mangold</td>
<td>Kinder Teacher</td>
</tr>
<tr>
<td>Member Name</td>
<td>Title</td>
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</tr>
<tr>
<td>Sarah Horvath</td>
<td>4th Grade Teacher</td>
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<tr>
<td>Christy Ramirez</td>
<td>leader</td>
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<tr>
<td>Kristi Neill</td>
<td>3rd Grade Teacher</td>
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<tr>
<td>Precious Preckl</td>
<td>Reading Specialist</td>
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<tr>
<td>Grace Deleon</td>
<td>PE</td>
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<tr>
<td>Vanessa Amador</td>
<td>3rd Grade Teacher</td>
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<tr>
<td>Norma Garcia</td>
<td>3rd Grade Teacher</td>
</tr>
<tr>
<td>Kimberly Prukop</td>
<td>4th grade</td>
</tr>
<tr>
<td>Letha Wilson</td>
<td>Kinder Teacher</td>
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<tr>
<td>Teresa Poll</td>
<td>Pre K</td>
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<tr>
<td>Shirley Clark</td>
<td>5th Grade Teacher</td>
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<tr>
<td>Lisa Ellis</td>
<td>Keyboarding</td>
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<tr>
<td>Tina Even</td>
<td>committee member - Special Ed</td>
</tr>
<tr>
<td>Bian Turpin</td>
<td>member - Spec. Ed.</td>
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<tr>
<td>Elizabeth Castro</td>
<td>Parent</td>
</tr>
<tr>
<td>Eleanor Pernell</td>
<td>community member</td>
</tr>
<tr>
<td>Dale McFail</td>
<td>community member</td>
</tr>
<tr>
<td>Bridget Brown</td>
<td>business representative</td>
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</tbody>
</table>
Comprehensive Needs Assessment

A: Demographics

Strengths
1: Attendance is at 95.82%
2: Parenting Classes 3 times a school year
3: GT Pull Out Services
4: Tutoring Support Upper Grades 3-5
5: Teacher/Student Ratio is 1 teacher:17.8 students
6: Bilingual/ESL Teacher per Grade Level

Needs
A1: More inclusion staff-Special Education Teachers/Assistants
A2: More Reading/Dyslexia and Math Specialists to service all grade levels
A3: Proper training for all teachers for dyslexia, autism, behavior (Behavior Unit coming to our School)
A4: In-school Tutoring in all grade levels

Data Used to Evaluate Needs
Attendance Data
Campus-Based Assessments
STAAR / EOC Results
Staff Demographics
Student Demographics

B: Student Achievement

Strengths
1: Tutorial intervention for reading and math students is effective and beneficial to our struggling students.
2: The Lexia Core-5 reading program
3: Education Galaxy for Math, Reading, Writing, and Science
4: Benchmark/Simulation data is useful for student intervention
5: The Accelerated Reader and Bluebonnet incentive programs
6: Awards/Incentives for Student Recognition
7: Effective attendance committee to support school attendance
8: ESGI for kindergarten for kinder assessment and intervention.
9: The Dan St. Romain Social Skills/Character Development Program

Needs

B1: Definitive RTI program with training, support, data and implementing in a timely manner.
B2: Special Education resources for General Education Teacher
B3: Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.
B4: Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
B5: Provide consistent program for diagnostic tool to evaluate all grades K-5
B6: Use of Aware to document anecdotal notes on students. Training for teachers to use effectively and accurately.
B7: Teacher development on classroom management and instructional strategies.

Data Used to Evaluate Needs

Attendance Data
STAAR / EOC Results
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

C: School Culture and Climate

Strengths

1: Security: Closed off office, badge visitor passes required at all times, enforced drop off/pick up times.
2: Parents feel welcomed at school and have good relationships with teachers.

Needs

C1: Staff rapport building, team, building, and recognition for all faculty at least once a month to promote a positive climate and culture among staff
C2: Facilitate peer learning and collaborative professional growth by providing opportunities for instructional rounds (teachers being able to visit other classrooms)
C3: Attendance incentives for teachers and student in order to maintain a goal of 98% to earn distinguished and promote quality instruction occurring on campus.
C4: Systems to structure and organize chain of command and climate/ cultures - committees and clubs facilitated by staff members and clear delegation of tasks, duties, and responsibilities of administration and staff members to effectively communicate
C5: Instead of hiring outside tutors, pay teachers after 4pm to ensure rigorous instruction and so that students do not miss out on daily instruction.
C6: Alternative setting for students with major behavior issues.
C7: Welcoming parents through various activities and programs at least once every 6 weeks by making events, activities, and programs for parents at various times and days to make them more available for parents.
C8: Character Building Program materials and components to build a positive and inviting school culture and climate

Data Used to Evaluate Needs
- Attendance Data
- Climate Surveys
- TAPR

D: Staff Quality, Recruitment and Retention

Strengths
1. All Teachers are certified
2. Some Teachers have a masters degree
3. All Teachers are GT certified
4. College job fairs and recruitment
5. New Teacher academy
6. Weekly planning meeting

Needs
- D1: Training for all Teachers specific to subpopulations
- D2: Mentor program at the district and campus level (new Teacher)
- D3: More funding for Out of district professional development
- D4: Instructional materials to aid in Teacher retention that follow the TEKS (updated yearly)
- D5: Funding for substitutes for campus visits to learn effective strategies to increase Teacher morale incentives for staff morale and attendance
- D6: A dyslexia program, training and specialist
- D7: Have an established RTI program with adequate training for staff

Data Used to Evaluate Needs
- Attendance Data
- Campus-Based Assessments
- District-Based Assessments
- Promotion / Retention data
- Staff Demographics
- TAPR

E: Curriculum, Instruction and Assessment

Strengths
1: American Reading Company Program
2: Student Self Assessments/Self Goals
3: Math Specialist-Ms. Graves
4: pullout tutoring during school for reading/writing/math
5: Lead4ward Activities
6: District Wide Writing Initiative - Writing Assessment Folders
7: Novel class-sets
8: Manipulatives (math)
9: Manipulatives (Science lab materials/resources/equipment)

Needs

E1: continue/renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped
E2: provide staff development for all technology programs for intervention in reading/math/bilingual/sped/504
E3: Continue the use of ARC Program
E4: Reading Specialist (bilingual)
E5: Bilingual Academic Materials/Support
E6: continue in-school small group tutoring program for intervention in Reading/MATH/Writing/Science - year around
E7: More Technology Devices to support curriculum. Such as: Chromebook Cart/Ipad Cart for each class, Tablets for K-2 each class
E8: Provide manipulative: (math)
E9: Continue support and expansion of classroom novel sets and classroom libraries
E10: continue support with science manipulative, lab equipment, materials, and resources
E11: Implementation of Student Academic Building Leadership Program
E12: Research Inclusive Intervention Program

Data Used to Evaluate Needs

Attendance Data
Campus-Based Assessments
Classroom Walkthrough Data
Curriculum-Based Assessments
District-Based Assessments
STAAR / EOC Results

F: Family and Community Engagement

Strengths

1: fall festival
2: Family literacy Night/STEM night
3: field day
4: meet the teachers
5: Veterans Day presentation and parade
6: PTO
7: Helping Hands
8: 5 a day parade
9: Bleacher's Creatures night
10: weekly and monthly newsletter
11: room parents/parent volunteers
12: parental communication: DOJO, Remind, Skyward
13: mentoring program
14: Angels and Elves

Needs

F1: Mentoring programs (I.E. WATCH DOG; Big Brothers, Big Sisters; College/retired individual mentoring; field residency/student teacher involvement from cooperative colleges)
F2: Incentive programs with local businesses (I.E. Pizza Hut, Sea World, Fiesta Texas, etc.)
F3: Academic/Talent fair: students choose a strength to do a project on and parents/community members assist facilitate the student showcase
F4: career day for every grade level

Data Used to Evaluate Needs

Attendance Data
Discipline Data
Expulsion Suspension Records
Promotion / Retention data
Response to Intervention tracking
Staff Demographics
Student Achievement Data
Student Demographics
TAPR

G: School Context and Organization

Strengths

1: School communication
2: tutoring
3: grade level minutes
4: adequate playground areas
5: cafeteria monitors
6: New Teacher Mentors
7: admin has open door policy  
8: instructional time is used to fullest via proper school schedule  

**Needs**  
G1: committees based campus/student needs  
G2: additional tutoring and resources for intervention  
G3: staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps  
G4: Alternative setting for students (ISS)  
G5: Leadership program for students to help teachers with duties (ex: student patrol program)  
G6: Arrival/Dismissal procedures and management should be revised, and car/bus/daycare/parent pickup should be separated<br>Technology incorporated for dismissal.  
G7: staff development on campus procedures: dismissal/arrival/cafeteria- positive management plan  
G8: better communication: Formal/informal-teachers, admin, new employee mentors, and parents and in a timely manner  

**H: Technology**  

**Strengths**  
1: Google Education Access  
2: Online Assessment and Instructional Programs  
3: Technology for Parent Communication and Volunteer Opportunities  
4: Increased WI-FI Capabilities  

**Needs**  
H1: Grade Level Specific Assessment Programs for Early Childhood-2  
H2: Student Device Ratio; additional computer labs; student headphones  
H3: Google Education / Technology Training  
H4: Mobile computer lab to be utilized during testing or when computer room is unavailable.  
H5: Computer programs used for intervention & instruction purposes  

**Data Used to Evaluate Needs**  
Campus-Based Assessments  
Climate Surveys  
Student Achievement Data
## Priority Needs

### A: Demographics
- **A1** More inclusion staff-Special Education Teachers/Assistants
- **A2** More Reading/Dyslexia and Math Specialists to service all grade levels
- **A3** Proper training for all teachers for dyslexia, autism, behavior (Behavior Unit coming to our School)
- **A4** In-school Tutoring in all grade levels

### B: Student Achievement
- **B1** Definitive RTI program with training, support, data and implementing in a timely manner.
- **B3** Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.
- **B4** Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- **B7** Teacher development on classroom management and instructional strategies.

### C: School Culture and Climate
- **C2** Facilitate peer learning and collaborative professional growth by providing opportunities for instructional rounds (teachers being able to visit other classrooms)
- **C3** Attendance incentives for teachers and student in order to maintain a goal of 98% to earn distinguished and promote quality instruction occurring on campus.
- **C4** Systems to structure and organize chain of command and climate/ cultures - committees and clubs facilitated by staff members and clear delegation of tasks, duties, and responsibilities of administration and staff members to effectively communicate
- **C7** Welcoming parents through various activities and programs at least once every 6 weeks by making events, activities, and programs for parents at various times and days to make them more available for parents.
- **C8** Character Building Program materials and components to build a positive and inviting school culture and climate

### D: Staff Quality, Recruitment and Retention
- **D1** Training for all Teachers specific to subpopulations
- **D2** Mentor program at the district and campus level (new Teacher)
- **D7** Have an established RTI program with adequate training for staff

### E: Curriculum, Instruction and Assessment
- **E2** provide staff development for all technology programs for intervention in reading/math/bilingual/sped/504
- **E6** continue in-school small group tutoring program for intervention in Reading/MAth/WRiting/Science -year around
F: Family and Community Engagement
   F1 Mentoring programs (I.E. WATCH DOG; Big Brothers, Big Sisters; College/retired individual mentoring; field residency/student teacher involvement from cooperative colleges)

G: School Context and Organization
   G1 committees based campus/student needs
   G3 staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps
   G6 Arrival/Dismissal procedures and management should be revised, and car/bus/daycare/parent pickup should be separated Technology incorporated for dismissal.
   G7 staff development on campus procedures: dismissal/arrival/cafeteria- positive management plan
   G8 better communication: Formal/informal-teachers, admin, new employee mentors, and parents and in a timely manner

H: Technology
   H5 Computer programs used for intervention & instruction purposes
Goals

Goal #1: Potranco Elementary will sustain and improve academic performance.

MVISD Strategic Plan Goal(s) Addressed by Goal 1

- Growth: Takes a proactive role in planning for our rapidly growing population.
- Funding: Ensures proper allocation of funds to support all areas of the district.
- Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
- Communication/Involvement: Fosters an environment of parental and community involvement through open communication.
- Technology: Provides relevant and reliable technology for staff, students, and guests
- Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.
- Legislative: Exceeds federal/state/local legislative requirements to develop and educational journey for each student's interests and success.
- Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

MVISD Strategic Plan Goal(s) Addressed by Goal 2

- Growth: Takes a proactive role in planning for our rapidly growing population.
- Funding: Ensures proper allocation of funds to support all areas of the district.
- Communication/Involvement: Fosters an environment of parental and community involvement through open communication.
- Technology: Provides relevant and reliable technology for staff, students, and guests
- Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.
- Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #3: Potranco Elementary will maintain a safe school environment.

MVISD Strategic Plan Goal(s) Addressed by Goal 3

- Growth: Takes a proactive role in planning for our rapidly growing population.
- Funding: Ensures proper allocation of funds to support all areas of the district.
- Communication/Involvement: Fosters an environment of parental and community involvement through open communication.
- Technology: Provides relevant and reliable technology for staff, students, and guests
- Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.
- Legislative: Exceeds federal/state/local legislative requirements to develop and educational journey for each student's interests and success.
- Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

MVISD Strategic Plan Goal(s) Addressed by Goal 4

- Communication/Involvement: Fosters an environment of parental and community involvement through open communication.
**Growth:** Takes a proactive role in planning for our rapidly growing population.
### Actions

<table>
<thead>
<tr>
<th>Objective #1: All students and student groups will increase or sustain academic performance at or above grade level as measured by campus, district, and state level academic reports.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal #1: Potranco Elementary will sustain and improve academic performance.</strong></td>
</tr>
<tr>
<td><strong>Action:</strong> Implement a school wide intervention block for 1st-5th grade to provide timely and high quality interventions by classroom teachers and interventionists. [Critical Success Factors: Critical Success Factors 1, 2, 4, 7] <strong>Needs:</strong> A4; B3; E6;</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Principal, Academic Coordinator, Teachers, Interventionists</td>
</tr>
<tr>
<td><strong>Funding/FTEs:</strong> Local Funds $4,000.00; Title I, Part A Funds $4,000.00; Title III, Part A Funds; Title I, Part C-Migrant</td>
</tr>
<tr>
<td><strong>Evidence of Implementation:</strong> Assigned intervention blocks by grade level; List of students served during intervention time by teachers; Fidelity Check list</td>
</tr>
<tr>
<td><strong>Ongoing Evaluation Method:</strong> Progress monitoring; Progress reports; Report cards; Grade level meetings with Reading Specialist, Academic Coordinator, and Principal</td>
</tr>
<tr>
<td><strong>Final Evaluation Method:</strong> EOY assessments; STAAR assessments; Teacher input and survey</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 9/1/2018 - 6/1/2019 (Daily)</td>
</tr>
<tr>
<td><strong>Resources:</strong> Master Schedule; Assessment Data (common assessment, BOY, MOY and EOY assessments, STAAR assessment); Diagnostic Data (STAR Renaissance); Teacher Input;</td>
</tr>
<tr>
<td><strong>Action:</strong> Data meetings to go review progress monitoring and assessment data to develop academic interventions. [Critical Success Factors: Critical Success Factors 1, 2, 4, 7] <strong>Needs:</strong> B7; D1;</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Reading Specialist, Math Specialist, Academic Coordinator, Principal, LSSP, Diagnosticians</td>
</tr>
<tr>
<td><strong>Funding/FTEs:</strong> Title I, Part A Funds $140,000.00; 3.25 FTEs; Title IV, Part A Funds $7,900.00; Local Funds</td>
</tr>
<tr>
<td><strong>Evidence of Implementation:</strong> Scheduled meetings; Sign-in sheets per meeting; Data reports</td>
</tr>
<tr>
<td><strong>Ongoing Evaluation Method:</strong> Data reports; Specialist documentation</td>
</tr>
<tr>
<td><strong>Final Evaluation Method:</strong> EOY and STAAR assessments; Student promotion; Teacher input</td>
</tr>
<tr>
<td><strong>Resources:</strong> STAR Renaissance; Common Assessments; BOY, MOY, and EOY assessments;</td>
</tr>
</tbody>
</table>
|   | **Action:** Provide curriculum and technological resources so teachers can better teach the TEKS and for students to have access to resources which will help them better access the curriculum, support skills, and master TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]]  
**Needs:** H5; | **Person(s) Responsible:** Teachers Interventionist  
Academic Coordinator  
Principal  
CIT | **Funding/FTEs:** Title I, Part A Funds $3,911.00;  
Local Funds; Title II, Part A Funds  
**Evidence of Implementation:** Utilization of instructional materials  
Technology usage by teachers and students | **Ongoing Evaluation Method:** Walk throughs  
Technology usage reports  
Fidelity Checks | **Final Evaluation Method:** Assessments  
Walk throughs  
Summatives  
Technology usage reports  
Fidelity Checks | **Resources:** Computers  
Chrome Books and IPADS  
Online programs  
Curriculum  
ESC 20 Co-OP  
TEKS Resource system;  
**Timeline:** 9/1/2018 - 5/1/2019 (Annually) |
|---|---|---|---|---|---|---|
|   | **Action:** Implement a Response to Intervention (RTI) system with training, procedures, and documents. [Critical Success Factors [Critical Success Factors 1, 2, 6]]  
**Needs:** B1; [Title I Components CIP] | **Person(s) Responsible:** Principal  
Academic Coordinator  
Reading Specialists  
Special Education staff and interventionist | **Funding/FTEs:** Title I, Part A Funds  
**Evidence of Implementation:** RTI meetings  
RTI schedule  
Success Ed documentation | **Ongoing Evaluation Method:** RTI meetings  
RTI schedule  
Success Ed documentation | **Final Evaluation Method:** RTI meetings  
RTI schedule  
Success Ed documentation | **Resources:** Success Ed  
SPED department staff  
Reading Specialist  
RTI action network;  
**Timeline:** 9/1/2018 - 6/7/2019 (Daily) |
### Goal #2: Increase employee satisfaction and retention of highly effective teachers and instructional aides.

#### Objective #1: Maintain low turnover rate of staff members by providing increased instructional support, staff development, leadership capacity, PLC participation, and ownership of campus decision making.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Assign mentors to new staff members and develop a schedule for mentorship activities.</td>
<td>Principal, Academic Coordinator, Mentor Teachers</td>
<td>Title I, Part A Funds; Title II, Part A Funds $5,000.00</td>
</tr>
<tr>
<td><strong>Needs:</strong> D2; [Title I Components CIP]</td>
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<table>
<thead>
<tr>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
</tr>
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<tbody>
<tr>
<td>Schedule meetings and activities</td>
<td>Meetings with academic coordinator and principal</td>
<td>New teacher survey, Mentor teacher survey</td>
</tr>
</tbody>
</table>

**Timeline:** 9/1/2018 - 6/1/2019 (Weekly)

**Resources:** Mentors, Mentees, Academic coordinator;

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<thead>
<tr>
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<tr>
<td><strong>2</strong> Meet weekly as a campus.</td>
<td>Principal, Academic Coordinator, Reading Specialist, Campus Secretary</td>
<td>Title I, Part A Funds</td>
</tr>
<tr>
<td><strong>Needs:</strong> D1; D7; E2; G3; G7; G8; [Title I Components CIP]</td>
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<tr>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
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<tbody>
<tr>
<td>Sign in sheets meeting agendas</td>
<td>Sign in sheets meeting agendas, Google calendar</td>
<td>Teacher survey results and comments</td>
</tr>
</tbody>
</table>

**Timeline:** 8/1/2018 - 6/1/2019 (Weekly)

**Resources:** Campus and district calendars, Principal, Academic Coordinator, Reading Specialist, Campus Secretary;
### Action: Implement support systems and time to support collaborative planning through grade level meetings and PLC’s which provides teachers with the capacity to be reflective about their practice.  
*Critical Success Factors: Critical Success Factors 1, 2, 3, 4, 6, 7]*

**Needs:** C2; D1; E2;

**Person(s) Responsible:** Principal  
Academic Coordinator  
Reading Specialist  
Grade level chair  
Teachers

**Evidence of Implementation:** grade level meeting minutes  
sign in sheets  
agendas

**Ongoing Evaluation Method:** weekly grade level meeting minutes  
weekly and monthly meetings with specialist

**Final Evaluation Method:** surveys  
teacher retention

**Timeline:** 8/1/2018 - 6/1/2019 (Weekly)

### Action: Communicate by providing a weekly bulletin and Google calendar.  
*Critical Success Factors: Critical Success Factors 6, 7*

**Needs:** G8; [Title I Components CIP]

**Person(s) Responsible:** Principal  
Academic Coordinator  
Counselor  
Reading Specialist  
Campus Secretary

**Evidence of Implementation:** weekly emails  
Bulletin updated Google calendar

**Ongoing Evaluation Method:** weekly emails  
Bulletin updated Google calendar

**Final Evaluation Method:** teacher survey

**Resources:** bulletin calendar of events  
Schedule  
Google Calendar;

**Timeline:** 8/1/2018 - 6/1/2019 (Weekly)

### Action: Recognize staff for attendance.  
*Critical Success Factors: Critical Success Factors 6, 7*

**Needs:** C3; [Title I Components CIP]

**Person(s) Responsible:** Principal  
Academic Coordinator  
Campus Secretary  
Attendance Clerk

**Evidence of Implementation:** AESOP reports calendar  
jeans passes  
college day certificates

**Ongoing Evaluation Method:** AESOP reports calendar

**Final Evaluation Method:** AESOP reports calendar

**Resources:** AESOP reports calendar  
attendance clerk;

**Timeline:** 9/1/2018 - 6/1/2019 (Bi-Monthly)
<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>Host student teachers throughout the year. [Critical Success Factors [Critical Success Factors 6, 7]]</strong>&lt;br&gt;<strong>Needs:</strong> F1; [Title I Components CIP]</td>
<td><strong>Principal</strong>&lt;br&gt;HR director&lt;br&gt;Cooperating teachers</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td><strong>Provide ongoing professional development and training for staff for instructional materials and online programs. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]]</strong>&lt;br&gt;<strong>Needs:</strong> D1; E2;</td>
<td><strong>Principal</strong>&lt;br&gt;Academic Coordinator&lt;br&gt;Curriculum Department&lt;br&gt;Google Trainer&lt;br&gt;District Librarians&lt;br&gt;Reading Specialist&lt;br&gt;Counselor</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td><strong>Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom. [Critical Success Factors [Critical Success Factors 1, 6, 7]]</strong>&lt;br&gt;<strong>Needs:</strong> C2; [Title I Components CIP]</td>
<td><strong>Principal</strong>&lt;br&gt;Academic Coordinator&lt;br&gt;Secretary&lt;br&gt;Administration intern</td>
</tr>
</tbody>
</table>
## Goal #3: Potranco Elementary will maintain a safe school environment.

### Objective #1: All campus staff will continue to place a high priority on school safety, health, and security for students and staff.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Display and utilize updated campus maps and drill procedures. [Critical Success Factors 6]</td>
<td>Principal Academic Coordinator School Safety Committee</td>
<td></td>
</tr>
<tr>
<td>Needs: G7; [Title I Components CIP]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Drill logs consistent time and procedures to complete drills</td>
<td>Ongoing Evaluation Method: Drill logs Safety Committee meetings Staff feedback</td>
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<tr>
<td>Final Evaluation Method: Drill logs time decreasing as drill are performed</td>
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<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
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</thead>
<tbody>
<tr>
<td>2. Staff will wear badges at all times. [Critical Success Factors 6]</td>
<td>Principal Academic Coordinator</td>
<td></td>
</tr>
<tr>
<td>Needs: C4; [Title I Components CIP]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: badges</td>
<td>Ongoing Evaluation Method: badges</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation Method: badges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline: 9/1/2018 - 6/1/2019 (Daily)</td>
<td>Resources: badges;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. CPR certification/renewal opportunities will be provided by the district nurse to enable staff to assist in crisis situations. [Critical Success Factors 3, 6]</td>
<td>Principal Academic Coordinator District Nurse Nurse</td>
<td></td>
</tr>
<tr>
<td>Needs: C4;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Signing up for training Certificate of completion</td>
<td>Ongoing Evaluation Method: Using CPR procedures if needed</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation Method: Certificate of completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline: 9/1/2018 - 6/1/2019 (As Needed)</td>
<td>Resources: District training module;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action</td>
<td>Person(s) Responsible</td>
</tr>
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<td>------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| 4 | **Action:** Implement and refine arrival and dismissal procedures. [Critical Success Factors 6]  
**Needs:** G6; G7; [Title I Components CIP] | **Person(s) Responsible:** Principal  
Academic Coordinator  
Teachers and staff  
Safety Committee | **Evidence of Implementation:** Dismissal complete in a timely manner  
Written arrival and dismissal procedures  
**Ongoing Evaluation Method:** Safety committee meetings to review and adjust procedures  
**Final Evaluation Method:** Teacher and Parent feedback and surveys  
**Timeline:** 8/1/2018 - 6/7/2019 (Daily) |
| 5 | **Action:** The counselor will provide violence, bullying, drug prevention. [Critical Success Factors 6]  
**Needs:** B4; [Title I Components CIP] | **Person(s) Responsible:** Counselor | **Evidence of Implementation:** Guidance counseling classes  
Schedule of guidance counseling classes  
Red Ribbon Week  
State Farm anti-bullying program message implemented weekly during announcements  
**Ongoing Evaluation Method:** Student, Parent, and Teacher feedback  
State Farm anti-bullying program message implemented weekly during announcements  
**Final Evaluation Method:** Student, Parent, and Teacher end of year surveys  
**Timeline:** 9/10/2018 - 6/5/2019 (Every 3 weeks) |
| 6 | **Action:** Promote physical health through Hoop for Hearts, Elementary Track Meet, Fitness Gram, mile club, and Field Day. [Critical Success Factors 6]  
**Needs:** C8; [Title I Components CIP] | **Person(s) Responsible:** PE teacher  
PE aide  
Principal  
Academic Coordinator  
Teachers | **Evidence of Implementation:** Schedule  
Google calendar  
**Ongoing Evaluation Method:** Student participation  
Parent volunteers  
Number of students participation  
**Final Evaluation Method:** Student participation  
Fitness Gram state data  
**Timeline:** 8/1/2018 - 6/7/2019 (Annually)  
**Resources:** Drop off procedures  
Dismissal procedures;  
Google calendar;  
GP;  
Fitness Gram;  
Gym  
Hoop for Heart  
PE equipment schedules  
Google calendar; |
<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
<th>Resources</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks. [ Critical Success Factors [Critical Success Factors 6]] Needs: B4; [Title I Components CIP]</td>
<td>District and Campus Nurses Principal Academic Coordinator</td>
<td>Ongoing Evaluation Method: Student feedback</td>
<td>Google calendar Schedule Student feedback</td>
<td>Teacher, parent, and student surveys</td>
<td></td>
<td></td>
<td>7/1/2018 - 7/1/2019 (Annually)</td>
</tr>
<tr>
<td>The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems. [ Critical Success Factors [Critical Success Factors 6]] Needs: B4; [Title I Components CIP]</td>
<td>Social Worker Counselor Teachers Principal Academic Coordinator</td>
<td>Ongoing Evaluation Method: Referral process Student visits Documentation</td>
<td>Referral process Student visits Documentation</td>
<td>Referral process Student visits Documentation</td>
<td></td>
<td></td>
<td>8/27/2018 - 7/7/2019 (As Needed)</td>
</tr>
<tr>
<td>Provide supplies and other basic needs for students identified via the McKinney-Vento program. [ Critical Success Factors [Critical Success Factors 1, 4, 6]] Needs:</td>
<td>Campus admin and district McKinney-Vento liaison.</td>
<td>Ongoing Evaluation Method: Every 3-6 weeks the liaison pulls reports and follows up with student and campus designee</td>
<td>Needs list and signed receipts of services/supplies provided</td>
<td>list of identified students and list of supplies and services provided are available.</td>
<td></td>
<td></td>
<td>9/1/2018 - 6/1/2019 (As Needed)</td>
</tr>
</tbody>
</table>
### Goal #4: To improve communication with all stakeholders by creating information pathways with increasing participation.

**Objective #1: Strengthen parental involvement in support of student social development and academic achievement.**

<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
<th>Evidence of Implementation</th>
<th>Ongoing Evaluation Method</th>
<th>Final Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Action: Provide volunteer training throughout the year. [Critical Success Factors [Critical Success Factors 1, 5, 6]] Needs: C7; [Title I Components Parent Engagement]</td>
<td><strong>Person(s) Responsible:</strong> Principal Academic Coordinator Counselor Federal programs staff</td>
<td><strong>Evidence of Implementation:</strong> Sign in sheets Volunteer sign in checklist</td>
<td><strong>Ongoing Evaluation Method:</strong> requests to volunteer need for additional training sessions</td>
<td><strong>Final Evaluation Method:</strong> Volunteer survey Student achievement and performance on state assessment and campus assessments</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 9/24/2018 - 6/8/2019 (As Needed)</td>
<td><strong>Funding/FTEs:</strong></td>
<td><strong>Resources:</strong> Volunteer checklist Criminal Background check Training PowerPoint Federal Programs staff and resources Visitors pass Sign in sheets;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Action: Disseminate annual parental survey to measure satisfaction. [Critical Success Factors [Critical Success Factors 5, 6]] Needs: C7; [Title I Components Parent Engagement]</td>
<td><strong>Person(s) Responsible:</strong> Principal Academic Coordinator</td>
<td><strong>Evidence of Implementation:</strong> Survey sent out digitally or hard copy Responses from parents</td>
<td><strong>Ongoing Evaluation Method:</strong> parent participation and attendance</td>
<td><strong>Final Evaluation Method:</strong> Number of responses collected through Eduphoria Anecdotal feedback from parents</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 8/27/2018 - 6/8/2019 (Annually)</td>
<td><strong>Funding/FTEs:</strong></td>
<td><strong>Resources:</strong> Eduphoria Data from survey;</td>
<td></td>
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</tbody>
</table>
### Action: Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, and informational and education days/evenings.  
**Critical Success Factors**: Critical Success Factors 1, 5, 6

<table>
<thead>
<tr>
<th>Needs: C7; [Title I Components Parent Engagement]</th>
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</thead>
</table>

| Person(s) Responsible: Principal Academic Coordinator Counselor Teachers PTO |

| Funding/FTEs: Local Funds; Title I, Part A Funds $1,265.00; PTA Funds |

### Evidence of Implementation:
- sign in sheets
- google calendar
- campus and grade level newsletters

### Ongoing Evaluation Method:
- sign in sheets
- google calendar
- campus and grade level newsletters

| Final Evaluation Method: parental survey student survey |

### Timeline: 9/1/2018 - 7/1/2019 (On-going)

### Action: Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz.  
**Critical Success Factors**: Critical Success Factors 5, 6

<table>
<thead>
<tr>
<th>Needs: C7; [Title I Components Parent Engagement]</th>
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</thead>
</table>

| Person(s) Responsible: Principal Academic Coordinator Teachers Counselor Webmaster and Social Media Specialist PTO |

| Funding/FTEs:  |

### Evidence of Implementation:
- attendance
- sign in sheets

### Ongoing Evaluation Method:
- sign in sheets
- conference attendance
- parent contact logs

### Final Evaluation Method: parental survey

**Attendance**  
**Sign in sheets**

### Timeline: 8/27/2018 - 6/8/2019 (Weekly)

### Resources:
- Newsletters  
- website  
- apps  
- marquee  
- email;
<table>
<thead>
<tr>
<th>Action</th>
<th>Person(s) Responsible</th>
<th>Funding/FTEs</th>
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<tbody>
<tr>
<td>5 <strong>Action:</strong> The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined. [Critical Success Factors [Critical Success Factors 1, 2, 3, 4, 5, 6, 7]] <strong>Needs:</strong> C4; G1; [Title I Components CNA, Parent Engagement]</td>
<td><strong>Person(s) Responsible:</strong> Campus admin</td>
<td></td>
</tr>
<tr>
<td>Evidence of Implementation: Sign in sheets, agendas, and final CNA and CIP reports completed</td>
<td>Ongoing Evaluation Method: Campus meets monthly to review and refine the plan</td>
<td>Final Evaluation Method: Completed CIP for the new year</td>
</tr>
<tr>
<td><strong>Timeline:</strong> 5/1/2018 - 8/31/2019 (Annually)</td>
<td></td>
<td><strong>Resources:</strong> Data disaggregation via PEIMS, TAPR, Skyward data mining, sign in sheets, agendas;</td>
</tr>
</tbody>
</table>

<p>| 6 <strong>Action:</strong> The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians. [Critical Success Factors [Critical Success Factors 5, 6]] <strong>Needs:</strong> C4; [Title I Components CIP, Parent Engagement] | <strong>Person(s) Responsible:</strong> Principal Academic Coordinator Secretary Federal Programs |                                                                                          |
| Evidence of Implementation: Documents disseminated to parents | Ongoing Evaluation Method: Documents disseminated to parents | Final Evaluation Method: Documents disseminated to parents |
| <strong>Timeline:</strong> 8/27/2018 - 7/7/2019 (Daily)                             |                                                                                       | <strong>Resources:</strong> translating services Federal programs CIP Title I Policy Brochure Campus Compact; |</p>
<table>
<thead>
<tr>
<th>Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Funds</td>
<td>$4,700.00</td>
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<tr>
<td>PTA Funds</td>
<td></td>
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<tr>
<td>State Comp Ed Funds</td>
<td>0.50 FTEs</td>
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<tr>
<td>Title I, Part A Funds</td>
<td>$149,676.00 3.25 FTEs</td>
</tr>
<tr>
<td>Title I, Part C-Migrant</td>
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<tr>
<td>Title II, Part A Funds</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>Title III, Part A Funds</td>
<td></td>
</tr>
<tr>
<td>Title IV, Part A Funds</td>
<td>$7,900.00</td>
</tr>
</tbody>
</table>
Title I
This Organization is consolidating the following funds: Title I, Part A funds only

**Element 1: Comprehensive Needs Assessment**

Conduct a Comprehensive Needs Assessment

Goal # 4, Objective #1, Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

**Element 2: Schoolwide Plan**

Prepare a Comprehensive Schoolwide Plan

Goal # 1, Objective #1, Strategy # 4: Implement a Response to Intervention (RTI) system with training, procedures, and documents.

Goal # 2, Objective #1, Strategy # 1: Assign mentors to new staff members and develop a schedule for mentorship activities.

Goal # 2, Objective #1, Strategy # 2: Meet weekly as a campus.

Goal # 2, Objective #1, Strategy # 4: Communicate by providing a weekly bulletin and Google calendar.

Goal # 2, Objective #1, Strategy # 5: Recognize staff for attendance.

Goal # 2, Objective #1, Strategy # 6: Host student teachers throughout the year.

Goal # 2, Objective #1, Strategy # 8: Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues’ classroom.

Goal # 3, Objective #1, Strategy # 1: Display and utilize updated campus maps and drill procedures.

Goal # 3, Objective #1, Strategy # 2: Staff will wear badges at all times.

Goal # 3, Objective #1, Strategy # 4: Implement and refine arrival and dismissal procedures.

Goal # 3, Objective #1, Strategy # 5: The counselor will provide violence, bullying, drug prevention.

Goal # 3, Objective #1, Strategy # 6: Promote physical health through Hoop for Hearts, Elementary Track Meet, Fitness Gram, mile club, and Field Day.

Goal # 3, Objective #1, Strategy # 7: The nurse will provide air quality alerts, vision and hearing screening, along with health and hygiene talks.
Goal # 3, Objective #1, Strategy # 8: The social worker will address the psychological and emotional needs of students by visiting, seeing, and counseling students and working with teachers and parents to communicate and solve problems.

Goal # 4, Objective #1, Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.

Element 3: Parent and Family Engagement

Implement programs, activities, and procedures for the involvement of parents and family members

Goal # 4, Objective # 1, Strategy # 1: Provide volunteer training throughout the year.

Goal # 4, Objective # 1, Strategy # 2: Disseminate annual parental survey to measure satisfaction.

Goal # 4, Objective # 1, Strategy # 3: Host family events: literacy and math nights, Fall Festival, Grandparent's Day, grade level performances, assemblies, open house, parent conferences, family picnic, Veteran's Day, Family Night out, and informational and education days/evenings.

Goal # 4, Objective # 1, Strategy # 4: Disseminate information through campus marquee, campus and teacher websites, campus bulletin boards, teacher newsletters, campus newsletters, social media, parent conferences, email, and phone calls, Sky Alert, Remind, Class Dojo, and Bloomz.

Goal # 4, Objective # 1, Strategy # 5: The Potranco staff and administration, along with parent, business, and community members conducted the comprehensive needs assessment (CNA) in late Spring. Analysis, input, and outcomes were reviewed and documented. Later in August, the Campus Improvement Plan was developed/refined.

Goal # 4, Objective # 1, Strategy # 6: The Title I Policy Brochure, Campus Compact, and CIP will be translated for communication with parents/guardians.
Potranco Elementary School (Medina Valley Independent School District) 2018-2019

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

#1: Recruit, support, and retain teachers and principals
#2: Build a foundation of reading and math
#3: Connect high school to career and college
#4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

#1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
#2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
#3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
#4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7: The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

MVISD