



Campus Improvement Plan

Potranco Elementary School

2019-2020

190 CR 381 South
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

The campus is in need of support such as more inclusion aides, assistance in the bilingual classrooms, and an LSSP. ALL teachers, and staff need proper training in dyslexia, autism, and behavior. There is a need for in school tutoring for all grade levels.

Student Achievement

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process. There is a lack of instructional technology programs and diagnostic reading programs. Tutoring to include writing and science.

School Culture and Climate

The campus follows security procedures and is welcoming. We need phones in classrooms for extra security and parent communication. Staff rapport building, collaborative professional growth, attendance incentives for teachers and students, organized and effective communication of committees and staff, alternative setting for behavior issues, parent activities and programs, character building and counseling rotations, parent dress code, and acts of kindness system is needed.

Staff Quality, Recruitment and Retention

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

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/Special Education Programs, and Instructional Manipulatives.

Family and Community Engagement

There is a need to create a stronger partnership with the community. We are in need of the recruitment of more diverse parents on our campus engaging in campus activities, committees, and programs. We need opportunities for the community to engage on campus through career fairs or academic fairs. There is a need for more parent training in the areas of online safety, cyber safety, parent ESL, special education, and grade specific training.

School Context and Organization

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Technology

Increased student to device/accessories ratio is imperative for student progress and preparedness. There is a need for updated technology and technology training.

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 Bermea	Principal
Audrey White	Vice Principal

Planning Committee

Member Name	Title
Elaine Coyle	Pre-K Teacher
Miriam Lara	Pre-K Teacher
Jeanna Quiroz	Kindergarten Teacher
Brenda O'bryant	Kindergarten Teacher
Margaret Wacasey	Kindergarten Teacher
Elsie Torres	Kindergarten Teacher
Stephen Pesek	Kindergarten Teacher
Ashley Moreno	1st Grade Teacher
Amanda Harris	1st Grade Teacher
Abraham Aguirre	2nd Grade Teacher
Lucero Rosas-Ortega	1st Grade Bilingual Teacher
Kristi Smith	1st Grade Teacher
Leslie Galvan	Committee Chair - Reading Specialist
Ashley Perez	Kindergarten Teacher
Jacklyn Silva	1st Grade Teacher
Lucinda Gonzalez	3rd Grade Teacher

Planning Committee (continued)

Member Name	Title
Veronica Sanchez	4th Grade Teacher
Lindsay Mangold	Kindergarten Teacher
Christy Ramirez	Committee Chair- 2nd Grade Teacher
Kristi Neill	3rd Grade Teacher
Grace Deleon	Committee Chair- PE Coach
Vanessa Amador	3rd Grade Teacher
Norma Garcia	3rd Grade Teacher
Kimberly Prukop	4th Grade Teacher
Letha Wilson	Pre-K Teacher
Shirley Clark	5th Grade Teacher
Kim Garcia	Committee Chair- 3rd Grade Teacher
Rebecca Ozuna	4th Grade Teacher
Nelbelee Narvarez	2nd Grade Teacher
Kelly Adams	2nd Grade Teacher
Tammy Romo	2nd Grade Teacher
Mary Castillo	2nd Grade Teacher
Debra Checque	4th Grade Teacher
Carolina Ynclan	4th Grade Teacher
Tori Ruiz	5th Grade Teacher
Ann Beals	5th Grade Teacher
Jenny Gomez	Music Teacher
Alexus Cisneros	BIP Aide
Karen Smith	BIP Aide
John Pimentel	Pre-K Aide (Headstart)

Planning Committee (continued)

Member Name	Title
Lisa Ellis	Library
Emilia Castro	PPCD Aide
Jennifer Rojas	PE Aide
Sarah Allen	Inclusion Aide
Kimberly Edvalson	Inclusion Aide
Aggie Holguin	BIP Aide
Melissa Castillo	PPCD Aide
Tina Even	Special Education Teacher
Bian Turpin	Special Education Teacher
Hannah Griffin	PPCD Teacher
Elizabeth Castro	Parent
Geneva Perez	community member
Eleanor Pernell	community member
Bridget Brown	business representative

Comprehensive Needs Assessment

Demographics

Strengths

- 1 Tutoring Support if offered for the kinder through fifth.
- 2 The campus offers variety of opportunities for our diverse population to participate in, such as, veteran's day parade, military week, bubbles for autism, family picnic, thanksgiving feast, etc).
- 3 There is a Bilingual/ESL teacher per grade level.
- 4 Gifted and Talented pull out services are provide by a Gifted and Talented Specialist.
- 5 Parenting volunteer training opportunities for parents and family members.
- 6 Attendance is at 96.56%

Needs

- 1 More inclusion staff-Special Education Teachers/Assistants.
- 2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- 3 LSSP located on campus.
- 4 In-school tutoring in all grade levels.
- 5 Proper training for all teachers for dyslexia, autism, and behavior.

Summary

The campus is in need of support such as more inclusion aides, assistance in the bilingual classrooms, and an LSSP. ALL teachers, and staff need proper training in dyslexia, autism, and behavior. There is a need for in school tutoring for all grade levels.

Data

Staff Demographics
Student Demographics
Attendance Data

Student Achievement

Strengths

- 1 Tutorial intervention for reading and math students is effective and beneficial to our struggling students.
- 2 Education Galaxy for Math, Reading, Writing, and Science
- 3 Benchmark/Simulation data is useful for student intervention
- 4 The Accelerated Reader and Bluebonnet incentive programs
- 5 Awards/Incentives for Student Recognition
- 6 Effective attendance committee to support school attendance
- 7 ESGI for K-2 and Special Education assessment and intervention.
- 8 Definitive RTI program with training, support, data and implementation in a timely manner.
- 9 Embedded enrichment/intervention/resource time in student academic schedule with support staff as required.

Needs

- 1 Special Education resources for General Education Teacher
- 2 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- 3 Provide consistent program for diagnostic tool to evaluate all grades K-5
- 4 Use of Aware/ SuccessEd to document anecdotal notes on students. Training for teachers to use effectively and accurately.
- 5 Teacher development on classroom management (social skills, character development and instructional strategies)
- 6 A reading diagnostic and assessment program.
- 7 Tutoring to include areas such as as writing and science.
- 8 Professional development for understanding the writing process (ex: Writers Workshop).
- 9 Parent/ student training on accessing Education Galaxy and Lexia at home.

Summary

There is a need for special education resources for general education teachers to include training to reach social, emotional, and behavioral needs. Professional development for educators on the writing process. There is a lack of instructional technology programs and diagnostic reading programs. Tutoring to include writing and science.

Data

Campus-Based Assessments
 Curriculum-Based Assessments
 Discipline Data
 District-Based Assessments
 Individual Student Profiles
 Response to Intervention tracking
 STAAR / EOC Results

Student Achievement Data
Student Demographics
TAPR

School Culture and Climate

Strengths

- 1 There is a more secure closed off office, badge visitor passes required at all times, enforced drop off and pick up times.
- 2 Parents feel welcomed at school and have good relationships with teachers.

Needs

- 1 Staff rapport building, team building, and recognition for all faculty at least once a month to promote a positive climate and culture among staff. A way to build respect for each other's roles and responsibilities.
- 2 Facilitate peer learning and collaborative professional growth by providing opportunities for instructional rounds (teachers being able to visit other classrooms).
- 3 Attendance incentives for teachers and student in order to maintain a goal of 98% to earn distinguished and promote quality instruction occurring on campus.
- 4 Systems to structure and organize chain of command and climate/ cultures. Committees and clubs facilitated by staff members. Delegation of tasks, duties, and responsibilities of administration and staff members to effectively communicate.
- 5 Opportunity for teachers to be compensated for tutoring in order to ensure rigorous instruction and increase students daily instruction in class.
- 6 Provide an alternative setting for students with major behavior issues.
- 7 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.
- 8 Character Building Program materials and components to build a positive and inviting school culture and climate. Counseling in special rotation to maintain a consistent schedule and to be seen more often.
- 9 Install phones in classrooms to enhance parent/teacher communication.
- 10 Create and implement a dress code for parents.
- 11 Minutes to be taken at meetings in order to provide campus information to all staff.
- 12 Implement acts of kindness system for both teachers and students school wide.

Summary

The campus follows security procedures and is welcoming. We need phones in classrooms for extra security and parent communication. Staff rapport building, collaborative professional growth, attendance incentives for teachers and students, organized and effective communication of committees and staff, alternative setting for behavior issues, parent activities and programs, character building and counseling rotations, parent dress code, and acts of kindness system is needed.

Data

Attendance Data

TAPR

Climate Survey

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
- 7 Welcoming Environment (Hospitality Committee)

Needs

- 1 Adequate personnel for support for special education students to aid teachers within the classroom for inclusion.
- 2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- 3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
- 4 A dyslexia program, training and a dyslexia, math, and reading specialist designated solely to their program.
- 5 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
- 6 Mentor program at the district and campus level (New Teacher)
- 7 Have an established RTI program with adequate training for staff
- 8 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids.

Summary

There is a need for effective training for all teachers and support staff for special education students and how to best support them within the classroom and throughout the campus. Adequate personnel is needed for support for serviced students within the classroom for successful inclusion. Teachers need opportunities for more out of district professional development to enrich their teaching and have the funding to do so.

Data

Attendance Data
Campus-Based Assessments
District-Based Assessments
Promotion / Retention data
Staff Demographics

Curriculum, Instruction and Assessment

Strengths

- 1 Pullout tutoring during school for reading/writing/math
- 2 District Wide Writing Initiative (CLAW) - Writing Assessment Folders
- 3 Funds for books in K-5; expand classroom library - (magazines, easy readers, variety of novels)
- 4 Manipulatives (math)
- 5 Manipulatives (Science lab materials/resources/equipment)
- 6 Education Galaxy (K-5 rdg/math/science/writing)
- 7 Reading Specialist
- 8 Learning Ally
- 9 STAR Renaissance - K-5 Reading
- 10 ESGI for Kinder (assessments/interventions)
- 11 Focus Groups - Enrichment/intervention/resource time in student academic schedule with support staff as required
- 12 Fountas and Pinnell - Leveled Literacy Intervention (1 set for campus-Reading Specialist)
- 13 RTI Program/SuccessED - with training, support, data, and implementation in a timely manner

Needs

- 1 Continue/renew subscription (campus-wide) of all technology programs for intervention in Reading/Math/504/Bilingual/Sped.
- 2 Provide staff development for all technology programs for intervention in reading/math/bilingual/sped/504.
- 3 Continue services provided by the Reading Specialist for all grade levels.
- 4 Provide Bilingual Academic Materials/Support for teachers.
- 5 Continue in-school small group tutoring program for intervention in reading/math/writing/science.
- 6 More Technology Devices to support curriculum.
- 7 Provide manipulatives: (math)
- 8 Continue support and expansion of classroom novel sets and classroom libraries.
- 9 Continue support with science manipulatives, lab equipment, materials, and resources
- 10 Implement a Student Academic Building Leadership Program.
- 11 Incorporate student self assessment and goal setting.
- 12 Continue services provided by the Math Specialist for all grade levels.
- 13 Provide instructional intervention programs with supporting technology and training.
- 14 Provide Staff training and resources for RTI/MTSS.
- 15 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.
- 16 Development the campus literacy room.

Summary

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/Special Education Programs, and Instructional Manipulatives.

Data

- Campus-Based Assessments
- Curriculum-Based Assessments
- District-Based Assessments
- Formative Assessments
- Response to Intervention tracking
- STAAR / EOC Results

Family and Community Engagement

Strengths

- 1 Fall Festival
- 2 Family Literacy Night and Family STEM Night
- 3 Field Day
- 4 Meet the Teacher
- 5 Veterans Day presentation and parade
- 6 PTO
- 7 Helping Hands
- 8 5 a day parade
- 9 Bleacher's Creatures Night
- 10 Campus Monthly Newsletter
- 11 Room parents/parent volunteers
- 12 Parental communication: DOJO, Remind, Skyward, and Bloomz
- 14 Angels and Elves
- 15 Open House
- 16 Thanksgiving Feast
- 17 Family Picnic

Needs

- 1 Implement mentoring programs and partnerships with the community (I.E. WATCH DOG; Big Brothers, Big Sisters; College/retired individual mentoring; field residency/student teacher involvement from cooperative colleges, partnership with local businesses).
- 2 Provide additional parent training nights or days where they are provided guidance and information on bullying, ESL classes, special education, cyber safety, the importance of family engagement and involvement on campus.
- 3 Recruit a diverse population of parents to serve on committees, volunteer, and engage with campus activities.
- 4 Schedule career and college day/evening for every grade level to engage with their parents in career and college exploration to expose students for college and career readiness.
- 5 Provide grade level specific training and information (ex: adolescent training with parent preview, strategies, STAAR misconceptions/facts, information regarding where they should be academically).
- 6 Translate all documents that go home for family engagement including campus newsletters, literacy night, STEM night, Thanksgiving and all other family engagement events.
- 7 Create incentive programs with local businesses (I.E. Pizza Hut, Sea World, Fiesta Texas, etc.).

Summary

There is a need to create a stronger partnership with the community. We are in need of the recruitment of more diverse parents on our campus engaging in campus activities, committees, and programs. We need opportunities for the community to engage on campus through career fairs or academic fairs. There is a need for more parent training in the areas of online safety, cyber safety, parent ESL, special education, and grade specific training.

Data

- Attendance Data
- Individual Student Profiles
- Staff Demographics
- Student Achievement Data
- Student Demographics
- TAPR

School Context and Organization

Strengths

- 1 School communication
- 2 Tutoring is provided for grade levels Kinder through fifth.
- 3 Grade level minutes submitted weekly.
- 4 New teacher mentor program led by ESC 20.
- 5 Administration has an open door policy.
- 6 Instructional time is maximized with campus master schedule.

Needs

- 1 Continue to add committees based on campus needs.
- 2 Additional tutoring and resources for intervention.
- 3 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
- 4 Add alternative setting for students (ISS).
- 5 Leadership program for students to help teachers with duties.
- 6 On going revision of arrival and dismissal procedures with follow up in staff meetings.
- 8 Continue communication in a variety of ways to all stakeholders in a timely manner.

Summary

There is a need for staff development for vertical alignment, leadership program for students, and additional tutoring and resources for intervention.

Data

Climate Survey

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

- 1 Provide computer programs used for intervention & instruction purposes.
- 2 Provide student Device and Accessories such as student headphones, mics, cameras, mice and updated equipment, devices, accessories for labs, carts, and classrooms.
- 3 Provide training for Google Education and other Technology programs, software, and equipment.
- 4 Inter-classroom to office communication device with headset for student privacy

Summary

Increased student to device/accessories ratio is imperative for student progress and preparedness. There is a need for updated technology and technology training.

Data

Campus-Based Assessments
Curriculum-Based Assessments
Response to Intervention tracking
Student Achievement Data

Priority Needs**A: Demographics**

- A1 More inclusion staff-Special Education Teachers/Assistants.
- A2 Instructional support for diverse population of students, such as, RTI coordinator/interventionist, Reading/Dyslexia and Math Specialists, and bilingual aide support to service all grade levels.
- A4 In-school tutoring in all grade levels.
- A5 Proper training for all teachers for dyslexia, autism, and behavior.

B: Student Achievement

- B2 Increase support, intervention, and training to reach students with social, emotional, and behavioral needs
- B3 Provide consistent program for diagnostic tool to evaluate all grades K-5
- B4 Use of Aware/ SuccessEd to document anecdotal notes on students. Training for teachers to use effectively and accurately.
- B5 Teacher development on classroom management (social skills, character development and instructional strategies)
- B6 A reading diagnostic and assessment program.
- B7 Tutoring to include areas such as as writing and science.
- B8 Professional development for understanding the writing process (ex: Writers Workshop).
- B9 Parent/ student training on accessing Education Galaxy and Lexia at home.

C: School Culture and Climate

- 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. A way to build respect for each other's roles and responsibilities.
- 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. 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. Counseling in special rotation to maintain a consistent schedule and to be seen more often.
- C9 Install phones in classrooms to enhance parent/teacher communication.
- C10 Create and implement a dress code for parents.

C11 Minutes to be taken at meetings in order to provide campus information to all staff.

D: Staff Quality, Recruitment and Retention

- D1 Adequate personnel for support for special education students to aid teachers within the classroom for inclusion.
- D2 More funding for Out of district professional development including partnership with other campuses and/or districts to provide observation opportunities for teachers and support staff.
- D3 More specific training for sub population groups within our special education department (including but not limited to autism, mental health, behavior management strategies for inclusion students) prior to the start of the school year for teachers and support staff.
- D5 Instructional materials to aid in teacher retention that follow the TEKS (updated frequently)
- D6 Mentor program at the district and campus level (New Teacher)
- D7 Have an established RTI program with adequate training for staff
- D8 Proper information and training about responsibilities in the classroom in correlation to teachers role when working with assistants, support staff, and inclusion aids.

E: Curriculum, Instruction and Assessment

- 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.
- E5 Continue in-school small group tutoring program for intervention in reading/mAth/writing/science.
- E7 Provide manipulatives: (math)
- E8 Continue support and expansion of classroom novel sets and classroom libraries.
- E9 Continue support with science manipulatives, lab equipment, materials, and resources
- E11 Incorporate student self assessment and goal setting.
- E13 Provide instructional intervention programs with supporting technology and training.
- E14 Provide Staff training and resources for RTI/MTSS.
- E15 Continue to incorporate professional learning communities for teacher growth and a teacher resource library.

F: Family and Community Engagement

- F1 Implement mentoring programs and partnerships with the community (I.E. WATCH DOG; Big Brothers, Big Sisters; College/retired individual mentoring; field residency/student teacher involvement from cooperative colleges, partnership with local businesses).
- F2 Provide additional parent training nights or days where they are provided guidance and information on bullying, ESL classes, special education, cyber safety, the importance of family engagement and involvement on campus.
- F3 Recruit a diverse population of parents to serve on committees, volunteer, and engage with campus activities.

- F4 Schedule career and college day/evening for every grade level to engage with their parents in career and college exploration to expose students for college and career readiness.
- F5 Provide grade level specific training and information (ex: adolescent training with parent preview, strategies, STAAR misconceptions/facts, information regarding where they should be academically).
- F6 Translate all documents that go home for family engagement including campus newsletters, literacy night, STEM night, Thanksgiving and all other family engagement events.

G: School Context and Organization

- G1 Continue to add committees based on campus needs.
- G3 Staff development with vertical alignment across campus and district for FIT Focus Instructional Target to close academic gaps.
- G6 On going revision of arrival and dismissal procedures with follow up in staff meetings.
- G8 Continue communication in a variety of ways to all stakeholders in a timely manner.

H: Technology

- H1 Provide computer programs used for intervention & instruction purposes.
- H3 Provide training for Google Education and other Technology programs, software, and equipment.
- H4 Inter-classroom to office communication device with headset for student privacy

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

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

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.

1	<p>Action: Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]]</p> <p>Needs: A4; B4; B5; B9; E6; H1; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Teachers Interventionists</p>	<p>Funding/FTEs: Local Funds \$4,000.00; Title I, Part A Funds \$4,000.00; Title III, Part A Funds; Title I, Part C-Migrant; State Comp Ed Funds \$200,000.00; 6 FTEs</p>
	<p>Evidence of Implementation: Assigned intervention blocks by grade level List of students served during intervention time by teachers Fidelity Check list</p>	<p>Ongoing Evaluation Method: Progress monitoring Progress reports Report cards Grade level meetings with Reading Specialist, Academic Coordinator, and Principal</p>	<p>Final Evaluation Method: EOY assessments STAAR assessments Teacher input and survey</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (Daily)</p>		<p>Resources: Master Schedule Assessment Data (common assessment, BOY, MOY and EOY assessments, STAAR assessment) Diagnostic Data (STAR Renaissance) Teacher Input;</p>

2	<p>Action: Data meetings to go review progress monitoring and assessment data to develop academic interventions. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] Needs: A2; B5; B6; B8; E1;</p>	<p>Person(s) Responsible: Reading Specialist Math Specialist Vice Principal Principal LSSP Diagnosticians</p>	<p>Funding/FTEs: Title I, Part A Funds \$140,000.00; 3.25 FTEs; Title IV, Part A Funds \$7,900.00; Local Funds</p>
	<p>Evidence of Implementation: Scheduled meetings Sign-in sheets per meeting Data reports</p>	<p>Ongoing Evaluation Method: Data reports Specialist documentation</p>	<p>Final Evaluation Method: EOY and STAAR assessments Student promotion Teacher input</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (Monthly)</p>		<p>Resources: STAR Renaissance Common Assessments BOY, MOY, and EOY assessments;</p>
3	<p>Action: Provide curriculum and technological resources so teachers can better teach the TEKS. [Critical Success Factors [Critical Success Factors 1, 2, 4, 7]] Needs: B5; B8; D5; E14; H1; H4;</p>	<p>Person(s) Responsible: Teachers Interventionist Vice Principal Principal CIT</p>	<p>Funding/FTEs: Local Funds; State Comp Ed Funds; Title I, Part A Funds</p>
	<p>Evidence of Implementation: Utilization of instructional materials Technology usage by teachers and students</p>	<p>Ongoing Evaluation Method: Walk throughs Technology usage reports Fidelity Checks</p>	<p>Final Evaluation Method: Assessments Walk throughs Summatives Technology usage reports Fidelity Checks</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Annually)</p>		<p>Resources: Computers; Chrome Books and IPADS; Online programs; Curriculum; ESC 20 Co-OP; TEKS Resource system;</p>

4	<p>Action: Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) system with training, procedures, and documents. [Critical Success Factors [Critical Success Factors 1, 2, 6]] Needs: B1; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Reading Specialists Special Education staff and interventionist</p>	<p>Funding/FTEs: Title I, Part A Funds</p>
	<p>Evidence of Implementation: RTI meetings RTI schedule Success Ed documentation</p>	<p>Ongoing Evaluation Method: RTI meetings RTI schedule Success Ed documentation</p>	<p>Final Evaluation Method: RTI meetings RTI schedule Success Ed documentation</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (Daily)</p>		<p>Resources: Principal Vice Principal Success Ed SPED department staff Reading Specialist Math Specialist RTI action network;</p>
5	<p>Action: 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, 4]] Needs: A1; A2; B11; H1; H4;</p>	<p>Person(s) Responsible: Principal Vice Principal Reading Specialists Math Specialists Special Education staff and interventionist</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Instructional materials check out inventory Instructional technology inventory Chrome cart check out Computer lab sign up sheet and usage</p>	<p>Ongoing Evaluation Method: Instructional technology usage reports Common Assessments Benchmarks State Assessments</p>	<p>Final Evaluation Method: Instructional technology usage reports Instructional materials check in inventory Instructional technology inventory Chrome cart check in Computer lab sign up sheet and usage</p>
	<p>Timeline: 8/27/2019 - 7/4/2020 (Daily)</p>		

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.

1	<p>Action: Assign mentors to new staff members and develop a schedule for mentorship activities. [Critical Success Factors [Critical Success Factors 3, 6, 7]] Needs: D2; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Mentor Teachers</p>	<p>Funding/FTEs: Title I, Part A Funds; Title II, Part A Funds \$5,000.00</p>
	<p>Evidence of Implementation: Schedule meetings and activities</p>	<p>Ongoing Evaluation Method: Meetings with academic coordinator and principal</p>	<p>Final Evaluation Method: New teacher survey Mentor teacher survey</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (Weekly)</p>		<p>Resources: Mentors, Mentees Academic coordinator;</p>
2	<p>Action: Meet weekly as a campus. [Critical Success Factors [Critical Success Factors 6, 7]] Needs: A5; C11; E2; G3; G8; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Academic Coordinator Reading Specialist Math Specialist Campus Secretary</p>	<p>Funding/FTEs: Title I, Part A Funds</p>
	<p>Evidence of Implementation: Sign in sheets meeting agendas</p>	<p>Ongoing Evaluation Method: Sign in sheets meeting agendas Google calendar</p>	<p>Final Evaluation Method: Teacher survey results and comments</p>
	<p>Timeline: 8/15/2019 - 6/4/2020 (Weekly)</p>		<p>Resources: Campus and district calendars Principal Vice Principal Reading Specialist Campus Secretary;</p>

3	<p>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]]</p> <p>Needs: B7; B10; C2; C4; D3; D6; E2; E15; E16; G3; G8; H3;</p>	<p>Person(s) Responsible: Principal Vice Principal Reading Specialist Math Specialist Grade level chair Teachers</p>	<p>Funding/FTEs: Title I, Part A Funds</p>
	<p>Evidence of Implementation: grade level meeting minutes PLC meeting minutes sign in sheets agendas</p>	<p>Ongoing Evaluation Method: weekly grade level meeting minutes weekly and monthly meetings with specialist PLC meetings</p>	<p>Final Evaluation Method: surveys teacher retention PLC binder</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Weekly)</p>		<p>Resources: data schedule weekly bulletin campus, grade level, data meetings;</p>
4	<p>Action: Communicate by providing a weekly bulletin and Google calendar. [Critical Success Factors [Critical Success Factors 6, 7]]</p> <p>Needs: G1; G8; H3; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Counselor Reading Specialist Math Specialist Campus Secretary Receptionist</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: weekly emails Bulletin updated Google calendar</p>	<p>Ongoing Evaluation Method: weekly emails Bulletin updated Google calendar</p>	<p>Final Evaluation Method: teacher survey</p>
	<p>Timeline: 8/26/2019 - 6/4/2020 (Weekly)</p>		<p>Resources: bulletin calendar of events Schedule Google Calendar;</p>

5	Action: Recognize staff for attendance. [Critical Success Factors [Critical Success Factors 6, 7]] Needs: C1; C3; [Title I Components CIP]	Person(s) Responsible: Principal Vice Principal Campus Secretary Attendance Clerk	Funding/FTEs:
	Evidence of Implementation: AESOP reports calendar jeans passes college day certificates	Ongoing Evaluation Method: AESOP reports calendar	Final Evaluation Method: AESOP reports calendar
	Timeline: 9/27/2019 - 6/4/2020 (Bi-Monthly)		Resources: AESOP reports calendar attendance clerk;
6	Action: Host student teachers throughout the year. [Critical Success Factors [Critical Success Factors 6, 7]] Needs: C2; D8; F1; [Title I Components CIP]	Person(s) Responsible: Principal HR director Cooperating teachers	Funding/FTEs:
	Evidence of Implementation: list of student teachers Schedules for student teachers	Ongoing Evaluation Method: list of student teachers Schedules for student teachers Continued cooperation of teachers	Final Evaluation Method: Cooperating teachers list of student teachers hiring of student teachers
	Timeline: 9/1/2019 - 6/4/2020 (Annually)		Resources: College Campuses HR Director;
7	Action: Provide ongoing professional development and training for staff for content, best practices, instructional materials, and online programs. [Critical Success Factors [Critical Success Factors 1, 2, 4, 6, 7]] Needs: B10; C2; D1; D2; D3; D5; D7; D8; E2; E8; E9; E10; E14; E15; E16; G3; H1;	Person(s) Responsible: Principal Vice Principal Curriculum Department Google Trainer District Librarians Reading Specialist Math Specialist Counselor	Funding/FTEs: Title I, Part A Funds
	Evidence of Implementation: Walk throughs forms sign in sheets program data reports	Ongoing Evaluation Method: meetings Walk throughs	Final Evaluation Method: Observations Teacher surveys TTESS summatives
	Timeline: 8/1/2019 - 6/4/2020 (Daily)		Resources: STAR Renaissance Discovery Education;

8	<p>Action: Schedule and incorporate instructional rounds for teachers to visit and observe fellow colleagues' classroom. [Critical Success Factors [Critical Success Factors 1, 6, 7]]</p> <p>Needs: C2; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Secretary</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Schedule of teachers participating instructional rounds Google sheet containing number of visits</p>	<p>Ongoing Evaluation Method: Schedule of teachers participating instructional rounds Google sheet containing number of visits</p>	<p>Final Evaluation Method: Schedule of teachers participating instructional rounds Google sheet containing number of visits Teacher feedback and surveys</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (Daily)</p>		<p>Resources: Master schedule Substitute list Staff roster;</p>

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.

1	Action: Display and utilize updated campus maps and drill procedures. [Critical Success Factors [Critical Success Factors 6]] Needs: G6; G8; [Title I Components CIP]	Person(s) Responsible: Principal Vice Principal School Safety Committee	Funding/FTEs:
	Evidence of Implementation: Drill logs Consistent time and procedures to complete drills	Ongoing Evaluation Method: Drill logs Safety Committee meetings Staff feedback	Final Evaluation Method: Drill logs time decreasing as drill are performed
	Timeline: 8/27/2019 - 6/4/2020 (Monthly)		Resources: campus maps Drill procedures School Safety website drill logs;
2	Action: Staff will wear badges at all times. [Critical Success Factors [Critical Success Factors 6]] Needs: C4; [Title I Components CIP]	Person(s) Responsible: Principal Vice Principal	Funding/FTEs:
	Evidence of Implementation: badges	Ongoing Evaluation Method: badges	Final Evaluation Method: badges
	Timeline: 8/27/2019 - 6/4/2020 (Daily)		Resources: badges;
3	Action: CPR certification/renewal opportunities will be provided by the district nurse to enable staff to assist in crisis situations. [Critical Success Factors [Critical Success Factors 3, 6]] Needs: C4;	Person(s) Responsible: Principle Vice Principal District Nurse Nurse	Funding/FTEs:
	Evidence of Implementation: Signing up for training Certificate of completion	Ongoing Evaluation Method: Using CPR procedures if needed	Final Evaluation Method: Certificate of completion
	Timeline: 8/27/2019 - 6/4/2020 (As Needed)		Resources: District training module;

4	<p>Action: Implement and refine arrival and dismissal procedures. [Critical Success Factors [Critical Success Factors 6]] Needs: G1; G6; G8; [Title I Components CIP]</p>	<p>Person(s) Responsible: Principal Vice Principal Teachers and staff Safety Committee</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Dismissal complete in a timely manner Written arrival and dismissal procedures</p>	<p>Ongoing Evaluation Method: Safety committee meetings to review and adjust procedures</p>	<p>Final Evaluation Method: Teacher and Parent feedback and surveys</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Daily)</p>		<p>Resources: Drop off procedures Dismissal procedures;</p>
5	<p>Action: The counselor will provide violence, bullying, and drug prevention lessons, programs, or information. [Critical Success Factors [Critical Success Factors 6]] Needs: B4; C8; [Title I Components CIP]</p>	<p>Person(s) Responsible: Counselor</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Guidance counseling classes Schedule of guidance counseling classes Red Ribbon Week State Farm anti-bullying program message implemented weekly during announcements</p>	<p>Ongoing Evaluation Method: Student, Parent, and Teacher feedback State Farm anti-bullying program message implemented weekly during announcements</p>	<p>Final Evaluation Method: Student, Parent, and Teacher end of year surveys</p>
	<p>Timeline: 9/10/2019 - 6/4/2020 (Every 3 weeks)</p>		<p>Resources: Counseling schedule Classroom Anti-bullying packet from State Farm Red Ribbon Week activities;</p>
6	<p>Action: Promote physical health through Hoops for Heart, Elementary Track Meet, Fitness Gram, Mile Club, and Field Day. [Critical Success Factors [Critical Success Factors 6]] Needs: C8; E12; [Title I Components CIP]</p>	<p>Person(s) Responsible: PE teacher PE aide Principal Vice Principal Teachers</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Schedule Google calendar</p>	<p>Ongoing Evaluation Method: Student participation Parent volunteers Number of students participation</p>	<p>Final Evaluation Method: Student participation Fitness Gram state data</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Annually)</p>		<p>Resources: Fitness Gram Gym Hoops for Heart PE equipment schedules Google calendar;</p>

7	<p>Action: 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; G8; [Title I Components CIP]</p>	<p>Person(s) Responsible: District and Campus Nurses Principal Vice Principal</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Google calendar Schedule Student feedback</p>	<p>Ongoing Evaluation Method: Student feedback</p>	<p>Final Evaluation Method: Teacher, parent, and student surveys</p>
	<p>Timeline: 8/27/2019 - 7/4/2020 (Annually)</p>		<p>Resources: nurses district nurse Schedule google calendar brochures;</p>
8	<p>Action: 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]</p>	<p>Person(s) Responsible: Social Worker Counselor Teachers Principal Vice Principal</p>	<p>Funding/FTEs: State Comp Ed Funds \$30,000.00; 0.50 FTEs</p>
	<p>Evidence of Implementation: Referral process Student visits Documentation</p>	<p>Ongoing Evaluation Method: Referral process Student visits Documentation</p>	<p>Final Evaluation Method: Referral process Student visits Documentation</p>
	<p>Timeline: 8/27/2019 - 7/4/2020 (As Needed)</p>		<p>Resources: Social Worker Counselor Referral process Teachers Parents;</p>
9	<p>Action: Provide supplies and other basic needs for students identified via the McKinney-Vento program. [Critical Success Factors [Critical Success Factors 1, 4, 6]] Needs: A4; B4; B9;</p>	<p>Person(s) Responsible: Campus admin and district McKinney-Vento liaison.</p>	<p>Funding/FTEs: Title I, Part A Funds \$500.00; Tx Educ for Children Homeless Youth</p>
	<p>Evidence of Implementation: Needs list and signed receipts of services/supplies provided</p>	<p>Ongoing Evaluation Method: Every 3-6 weeks the liaison pulls reports and follows up with student and campus designee</p>	<p>Final Evaluation Method: list of identified students and list of supplies and services provided are available.</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (As Needed)</p>		<p>Resources: needs list;</p>

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.

1	<p>Action: Provide volunteer training throughout the year. [Critical Success Factors [Critical Success Factors 1, 5, 6]]</p> <p>Needs: C7; G8; [Title I Components Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal Counselor Federal programs staff</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Sign in sheets Volunteer sign in checklist</p>	<p>Ongoing Evaluation Method: requests to volunteer need for additional training sessions</p>	<p>Final Evaluation Method: Volunteer survey Student achievement and performance on state assessment and campus assessments</p>
	<p>Timeline: 9/1/2019 - 6/4/2020 (As Needed)</p>		<p>Resources: Volunteer checklist Criminal Background check Training PowerPoint Federal Programs staff and resources Visitors pass Sign in sheets;</p>
2	<p>Action: Disseminate annual parental survey to measure satisfaction. [Critical Success Factors [Critical Success Factors 5, 6]]</p> <p>Needs: C7; G8; [Title I Components Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: Survey sent out digitally or hard copy Responses from parents</p>	<p>Ongoing Evaluation Method: parent participation and attendance</p>	<p>Final Evaluation Method: Number of responses collected through Eduphoria Anecdotal feedback from parents</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Annually)</p>		<p>Resources: Eduphoria Data from survey;</p>

3	<p>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]]</p> <p>Needs: C7; F1; F2; F3; F4; F5; F6; [Title I Components Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal Counselor Teachers PTO</p>	<p>Funding/FTEs: Local Funds; Title I, Part A Funds \$1,265.00; PTA Funds</p>
	<p>Evidence of Implementation: sign in sheets google calendar campus and grade level newsletters</p>	<p>Ongoing Evaluation Method: sign in sheets google calendar campus and grade level newsletters</p>	<p>Final Evaluation Method: parental survey student survey</p>
	<p>Timeline: 9/1/2019 - 7/1/2020 (On-going)</p>		<p>Resources: letters sign in sheets PTO Federal programs;</p>
4	<p>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]]</p> <p>Needs: C7; C9; C10; F2; F3; G8; [Title I Components Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal Teachers Counselor Webmaster and Social Media Specialist PTO</p>	<p>Funding/FTEs:</p>
	<p>Evidence of Implementation: attendance sign in sheets</p>	<p>Ongoing Evaluation Method: sign in sheets conference attendance parent contact logs</p>	<p>Final Evaluation Method: parental survey Attendance Sign in sheets</p>
	<p>Timeline: 8/27/2019 - 6/4/2020 (Weekly)</p>		<p>Resources: Newsletters website apps marquee email;</p>

5	<p>Action: 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]]</p> <p>Needs: F3; G1; [Title I Components CNA, Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal</p>	<p>Funding/FTEs:</p>
<p>Evidence of Implementation: Sign in sheets, agendas, and final CNA and CIP reports completed</p>		<p>Ongoing Evaluation Method: Campus meets monthly to review and refine the plan</p>	<p>Final Evaluation Method: Completed CIP for the new year</p>
<p>Timeline: 4/1/2019 - 8/31/2020 (Annually)</p>		<p>Resources: Data disaggregation via PEIMS, TAPR, Skyward data mining, sign in sheets, agendas;</p>	
6	<p>Action: 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]]</p> <p>Needs: F6; [Title I Components CIP, Evaluation]</p>	<p>Person(s) Responsible: Principal Vice Principal Secretary Federal Programs</p>	<p>Funding/FTEs:</p>
<p>Evidence of Implementation: Documents disseminated to parents</p>		<p>Ongoing Evaluation Method: Documents disseminated to parents</p>	<p>Final Evaluation Method: Documents disseminated to parents</p>
<p>Timeline: 8/27/2019 - 7/4/2020 (Daily)</p>		<p>Resources: translating services Federal programs CIP Title I Policy Brochure Campus Compact;</p>	

Funding

Local Funds	\$4,700.00	
PTA Funds		
State Comp Ed Funds	\$230,000.00	6.50 FTEs
Title I, Part A Funds	\$145,765.00	3.25 FTEs
Title I, Part C-Migrant		
Title II, Part A Funds	\$5,000.00	
Title III, Part A Funds		
Title IV, Part A Funds	\$7,900.00	
Tx Educ for Children Homeless Youth		

Title I

This Organization is consolidating the following funds: N/A

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 # 1: Implement a school wide intervention block for 1st-5th grade and push in support for PreK and kinder to provide timely and high quality interventions by classroom teachers and interventionists.

Goal # 1, Objective #1 , Strategy # 4: Implement a Response to Intervention (RTI)/Multi-tier System of Support (MTSS) 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, and drug prevention lessons, programs, or information.

Goal # 3, Objective #1 , Strategy # 6: Promote physical health through Hoops for Heart, 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.

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