

# A. G. Kleberg Elementary

## Campus Improvement Plan

### 2012-2014



No discriminación: El Distrito Escolar Independiente de Kingsville no discrimina en base a la edad, raza, religión, color de piel, nacionalidad, sexo, y discapacidad al proporcionar servicios educativos, actividades, y programas, de acuerdo con el Título VI del Acta de Derechos Civiles de 1964, como ha sido amendada; el Título IX de las Enmiendas Educativas de 1972; y la Sección 504 del Acta de Rehabilitación de 1973, como ha sido amendada.

Nondiscrimination: The Kingsville I. S. D. does not discriminate on the basis of age, race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

## **Mission Statement**

A.G. Kleberg Elementary School mission is to meet the needs of all students in an academically, challenging, and supportive safe environment.

## **Vision Statement**

With Great Spirit and high expectations, the Kleberg staff will develop a learner-centered community of problem solvers, information seekers, and creative thinkers by providing a safe and successful learning environment with respect for individual needs.

## **Board of Trustees**

Melissa Windham – President

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**Principal**

**Diana Guerrero-Pena**

**Assistant Principal**

**R. Torres**

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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 GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #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: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# **Kingsville Independent School District**

## **2012-2013 District Goals**

### **GOAL I: STUDENT LEARNING**

**KISD will provide students with the knowledge and skills needed to compete globally**

### **GOAL II: HUMAN RESOURCES DEVELOPMENT**

**KISD will recruit, retain, and continually develop high quality staff**

### **GOAL III: SAFE, ORDERLY AND FRIENDLY SCHOOL ENVIRONMENT**

**KISD will create an open, transparent, and welcoming learning environment for students, parents, and employees.**

### **GOAL IV: IMPROVE PUBLIC SUPPORT AND CONFIDENCE IN SCHOOLS**

**KISD will collaborate with parents, leaders, and other stakeholders to exemplify the values and priorities the Kingsville community.**

### **GOAL V: FACILITIES AND FINANCE**

**KISD will continue to use best practices in its efficient and effective management of District resource**

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2011-2012 A. G. KLEBERG ELEMENTARY**

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<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• STAAR Data</li> <li>• TPRI Data</li> <li>• Star Math Data</li> <li>• Attendance</li> <li>• Parent Survey</li> <li>• Student Survey</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Stability / student</li> <li>• Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of Special Education population</li> <li>• Increase of Eco., Dis., Population</li> <li>• Increase of At-Risk population</li> <li>• Decrease of White pop.</li> <li>• Decrease of G/T pop.</li> <li>• Lack of student diversity</li> <li>• Lack of student mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Realignment</li> </ul> <p>Funds will be used to promote continuous improvement initiatives. These initiatives include funding for the purchase of instructional materials, after school tutoring, professional learning opportunities for the staff, funding programs that improve reading and math, student incentives, and personnel.</p>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>❖ Gold Acknowledgment Award – Reading</li> <li>❖ 2009-10</li> <li>➤ Gold Acknowledgment Award - Math</li> <li>➤ 2009-10</li> <li>➤ 2010-11</li> </ul>	<p>1, 2, 3, gr class’s one grade below grade level according to Math/Reading data. (Star, TPRI)</p>	<ul style="list-style-type: none"> <li>• Math, Reading, Writing</li> </ul> <p>Technology and instructional materials that support reading, math, writing initiatives. Reading and math personnel as needed for small group instruction.</p>

<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• Parent comments, “Nice teachers”</li> <li>• After school student pick up procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Parents pick up children early on a daily basis in the front office.</li> <li>• Limited parental involvement</li> <li>• Lack of after-school program</li> <li>• Discipline</li> </ul>	<p>Funds to continue improvement initiatives such as:</p> <ul style="list-style-type: none"> <li>• Student mentoring program</li> <li>• Student leadership program</li> <li>• Student discipline program</li> <li>• Two way radios for communication</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• Staff is highly qualified</li> <li>• All Personnel participate in P.D. Initiatives district wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of seven teachers this year</li> </ul>	<ul style="list-style-type: none"> <li>• Build teacher capacity in G/T, Bilingual, SPED</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• CSCOPE Curr.</li> <li>• Professional Dev.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment Benchmark data in Math and Reading</li> <li>• District Curriculum Audit Report</li> </ul>	<ul style="list-style-type: none"> <li>• Fidelity to CSCOPE curriculum across grade levels.</li> </ul> <p>Funds will be used for purchasing materials that target and refine instruction.</p>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• School is neat and clean</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of after school programs</li> <li>• Multiple families living in a single household</li> <li>• Parents do not have means of transportation to support after school programs</li> </ul>	<ul style="list-style-type: none"> <li>• Work on unifying the community.</li> </ul> <p>Funds will be used to promote an after school program.</p> <ul style="list-style-type: none"> <li>• Funds will be used for transportation</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Team teaching</li> <li>• CNA</li> <li>• School Committees</li> <li>• Foundations Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Build teacher capacity</li> <li>• District wide pre/post math assessment</li> </ul>	<ul style="list-style-type: none"> <li>• District wide pre/post math assessment</li> </ul> <p>Funds will be used for the purpose of selecting, implementing, and monitoring academic assessments. Utilize relevant, grade level appropriate and content based assessments that accurately measure performance.</p>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Parent portal</li> <li>• Staff is at proficient level in technology</li> <li>• Utilization of technology</li> </ul>	<ul style="list-style-type: none"> <li>• 32% of the staff feels Kleberg does not have adequate technology for population.</li> <li>• 18% believe adequate P. D. Training has not been offered.</li> <li>• An additional lab is necessary to meet the academic needs of our students.</li> </ul>	<ul style="list-style-type: none"> <li>• An additional lab is needed to support the academic needs of our students.</li> <li>• Tech support / technician to respond to campus technology issues.</li> <li>• Instructional technology, licensees, tools, lap tops, printers to assist in the delivery of instruction.</li> </ul>

## **COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

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### **Title I, Part A**

#### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head STAAR, Even STAAR, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head STAAR, adult education, vocational and technical education, and job training.



**Ideal State: Goal(s)**

**Goal I - Student Learning**

**KISD will provide students with the knowledge and skills needed to compete globally. Kleberg Elementary will reach Exemplary status by 2014 for all students in the areas of Reading, Writing and Math.**

**Objective(s): During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2013, as measured by the Texas state assessment.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<p><b>CSCOPE</b> will be implemented with fidelity. Teachers will implement the state mandated TEKS per grade level in each core subject according to their teaching assignment. They will incorporate STAAR objectives into lessons utilizing CCOPE curriculum program and use assessments, textbooks, software, teacher materials/ resources, and general supplies to support instruction. They will use an instructional focus calendar in all four core areas. Teachers will disaggregate students' data to ensure student success.</p>	<p><b>Principal, Teachers, Asst. Principal, Directors</b></p>	<p><b>CSCOPE Curr. TEKS obj. , IFD, VAD, Timelines, Local funds</b></p>	<p><b>Aug – May Six weeks timeline, calendar</b></p>	<p><b>Principal walkthroughs will be conducted, TPO, Timeline, teachers lesson plans, class performance assessment data.</b></p>	<p><b>Daily Walkthroughs, report cards, progress reports, PLC sessions</b></p>	<p><b>Student achievement exceeding state standards</b></p>	<p><b># 10, # 2</b></p>
<p><b>Math</b> --- Teachers will use CSCOPE curr. Along various strategies to further enhance the math curr.</p> <ul style="list-style-type: none"> <li>• They will participate in</li> </ul>	<p><b>Principal, Teachers, Asst. Principal, Counselor, Curr. Directors,</b></p>	<p><b>CSCOPE Curr. TEKS obj. , Math manipulative, RTI sign in sheets, Performance Plus</b></p>	<p><b>Aug – May Six weeks, timeline, calendar</b></p>	<p><b>Implementation: Principal walkthroughs will be conducted, teachers lesson plans, class</b></p>	<p><b>PDAS observations, report cards, progress reports, STAAR math will increase, Benchmark</b></p>	<p><b>Student data STAAR, STAAR M, STAAR Alt.</b></p>	<p><b># 10, # 2</b></p>

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<p>Math professional dev. Activities and ensure CSCOPE Math lessons are implemented.</p> <ul style="list-style-type: none"><li>• Teachers will attend district PLC Math rollout sessions throughout the year.</li><li>• Diagnostic district assessments will be administered to students to identify each student's needs.</li><li>• Students will memorize multiplication facts grades 3-4.</li><li>• Addition and Subtraction facts will be memorized by all 1st/2nd/3rd grade students.</li><li>• Math Resources to supplement student learning will be purchased through</li></ul>		<p><b>Data Report, Timelines, SIP Reallocation funds</b></p>		<p><b>performance assessment data Walkthroughs, benchmarks,</b></p>	<p><b>assessments will increase.</b></p>		

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Title 1 (4621.57) STAAR Math book.							
<p><b>Math professional dev.</b> Teachers will participate in PD activities and ensure continuous learning.</p> <ul style="list-style-type: none"> <li>• Singapore Math Problem Solving (1,470)</li> <li>• Teachers will attend district PLC Math rollout sessions throughout the year. Diagnostic district assessments will be administered to students to identify each students needs.</li> </ul>	Principal, Teachers, Asst. Principal, Curr. Director	CSCOPE Curr. TEKS obj. , Math manipulative, RTI sign in sheets, Focused Data Analysis, Timelines, SIP funds, Local funds	Aug - May Six weeks, Timeline, calendar	Implementation: Principal walkthroughs will be conducted, teachers lesson plans, class performance benchmarks	Sign in sheets, Observations of implementation of initiatives, PDAS observations	Student math data STAAR, STAAR M, STAAR Alt.	# 10, # 2
<p><b>Science</b> – the science lab will be utilized by 3<sup>rd</sup> and 4<sup>th</sup> grade to enhance science curr.</p>	Principal, Teachers, Asst. Principal, counselor	CSCOPE Curr. TEKS obj., Local funds	Aug – May Six weeks timeline calendar	Walkthroughs, Lab usage	PDAS observations, report cards, progress reports, Science Lab reports	Performance assessments	# 10, # 2

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
<p><b>Reading</b>—Teachers will use</p> <ul style="list-style-type: none"> <li>• CSCOPE curriculum</li> <li>• Balanced Literacy Reading framework</li> <li>• Reading materials and Supplemental Shared reading materials will be purchased through (max. <i>entitl. Funds 13,575</i>). Reading workbooks and supplemental resources (Vocabulary Cartoon of the day, 343.98) to enhance instruction and support learning will be purchased through Title 1 funds (4,621.67).</li> <li>• Teachers will attend dist. PLC throughout the year.</li> <li>• They will administer dist. diagnostic assessments to identify</li> </ul>	<p>Principal, Teachers, Asst. Principal, counselor, Directors</p>	<p>CSCOPE Cur. TEKS obj. , Performance Plus data analysis report, Timelines, SIP funds, local funds, Maximum Entitlement, Title 1 Reallocation funds</p>	<p>Aug – May Six weeks, timeline, calendar</p>	<p>Walkthroughs, benchmarks data</p>	<p>PDAS observations, report cards, progress reports, sign- in sheets</p>	<p>Student results STAAR, STAAR M, STAAR ALT, TELPAS, TPRI</p>	<p># 10, # 2</p>

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<p>each students needs.                      **Kleberg will provide CSCOPE staff dev. for staff K-4. **(2,940.00)</p> <ul style="list-style-type: none"> <li>Independent reading will be promoted on campus and at home with AR reading and Book It. Students will also be required to read in the cafeteria as they wait at their tables to get their lunch.</li> </ul>							
<p><b>RTI--Response to Intervention/Flex time-</b> students identified at-risk will participate in “in school” tutorials. Student’s strengths and weaknesses will be addressed to facilitate student achievement. Classroom teachers will recycle lessons that cover TEKS/STAAR obj. Tutoring</p>	<p><b>Principal, Teachers, Asst. Principal, counselor, Cur. Director, Waterford lab interventionist, State Comp Interventionist</b></p>	<p>CSCOPE Curr. TEKS obj. Timelines, local funds</p>	<p>Aug - May</p>	<p>Walkthroughs, performance assessment benchmarks data</p>	<p>report cards, failure lists, progress reports</p>	<p>% of failures by grade level</p>	<p># 9, # 2</p>

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will be provided in reading, math, and writing. Students are expected to meet or exceed minimum STAAR requirements in the STAAR test.							
<b>PLC</b> -Teachers will participate in Professional Learning communities. They will meet to plan, analyze, and evaluate student assessment and instruction. They will monitor student progress. Attend dist. PLC throughout the year. Teachers will administer dist. diagnostic assessments to identify each students needs.	<b>Principal, Asst. Principal, Teacher</b>	<b>CSCOPE Curr. TEKS obj. Timelines, Local funds</b>	<b>Monday and Tuesday</b>	<b>Walkthroughs, benchmarks, Sign in sheets</b>	<b>PDAS observations, report cards, progress reports,</b>	<b>Student results on STAAR, STAAR M, STAAR Alt, TPRI, TELPAS</b>	<b># 2</b>
<b>Library Resource Center</b> will supplement classroom instruction, meet TEKS/curriculum and objectives and AR Program. Funds will be used to support all academic areas through: *Follett *Reading materials such as	<b>Principal, Teachers, Asst. Principal,</b>	<b>CSCOPE Curr. Local funds</b>	<b>Aug - May</b>	<b>Walkthroughs, check out book circulation desk report, AR reports</b>	<b>report cards, progress reports, AR reports</b>	<b>Student results on STAAR, STAAR M, STAAR Alt, TPRI, TELPAS</b>	<b># 10, # 2</b>

**Ideal State: Goal(s)**

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
magazines and periodicals *General supplies and technology supplies and software. * Library books and other media * Scholastic Book Fairs will be held once a year in the LRC							

<b>Ideal State: Goal(s)</b>							
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<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Waterford Lab</b> —Reading Lab Students PK-4 through 3 will receive instruction in the lab. Teachers will identify students in need of these services utilizing TPRI data. Waterford reading interventionist funded through title funds <b>(20,039.00)</b>	Principal, Teachers, Asst. Principal, Waterford lab interventionist	CSCOPE TPRI, Title 1 funds	Aug – May, Every 3 weeks Progress monitoring, Beginning, Middle, and End of Year	Walkthroughs, Progress monitoring reports	report cards, Progress monitoring reports	Performance Assessments every 6 weeks, Waterford lab reports, Student profile	# 10



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<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<p><b>Staff Dev.</b> - Kleberg staff will participate in staff development at district level and campus level for the purpose of improving instruction, reviewing and implementing curriculum.</p> <ul style="list-style-type: none"> <li>• Q A relationship, questioning comprehension</li> <li>• Depth/Knowledge</li> <li>• CSCOPE Instruction Resource Assistance</li> <li>• Gifted and Talented</li> <li>• Thinking Maps</li> <li>• Inclusion</li> <li>• Math , Reading, Science Training</li> <li>• Balanced Literacy Training</li> <li>• CHAMPS and FOUNDATIONS</li> <li>• Confidentiality &amp; ARD decision making</li> <li>• Eduphoria-Aware</li> <li>• Eduphoria-PDAS</li> <li>• Balanced literacy</li> <li>• CSCOPE Math</li> <li>• Bilingual, At Risk</li> <li>• STAAR</li> <li>• Core Vertical Planning</li> </ul> <p>Staff Dev. Travel expenses/sub. ** SIP funds ** (329.55). Teacher extra duty pay will be paid by the campus. Reading materials and instructional supplies needed for staff dev. will</p>	<p><b>Principal, Teachers, Asst. Principal, Directors</b></p>	<p><b>SIP funds Title 1, Local funds</b></p>	<p><b>Aug - May</b></p>	<p><b>Walkthroughs</b></p>	<p><b>Teacher observations, report cards, progress reports</b></p>	<p><b>Professional Development reports, Certificates</b></p>	<p><b># 4, # 2</b></p>

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
also be paid by the campus. Miscellaneous operation costs to successfully implement staff dev. /consultant fees ** (2,100)/ Teacher extra duty pay for reading /math. ** (4,410) . ** SIP funds Administrator travel (1,124)							
<b>Technology will be integrated in all academics 50% of the time:</b> <ul style="list-style-type: none"> <li>Computers will be utilized in classrooms to enhance reading and math skills.</li> <li>AR testing &amp; Reading A-Z</li> </ul>	Principal, Asst. Princ., Teachers	Title 1, SIP funds, Local funds, Title 1 Reallocation Funds	Aug. - May	Computer schedule sign in sheets	Computer reports, Computer lab schedule	Evident in AEIS, Benchmarks	#2

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<b>Objective(s):</b> During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<ul style="list-style-type: none"> <li>Lap Tops purchased using <i>Title 1</i> funds (7,240.57),</li> <li>Lap tops purchased using **SIP funds **(5,036.45),</li> <li>Lap tops for teachers (6,034.96) for the delivery of instruction.</li> <li>Reading A-Z comp. licenses *(1,000) SIP funds</li> <li>Study Island licenses, (3,000)</li> <li>Printers will be purchased to assist with printing of CSCOPE materials in the classroom.</li> <li>In focus and document cameras will be used in the classroom to enhance CSCOPE curr. /lessons. (6,402.)</li> </ul>							
<b>Improve Services for Dyslexic students and/or 504 students.</b> <ul style="list-style-type: none"> <li>Continue the dyslexia and 504 identification procedures and services.</li> </ul>	Principal, Teachers, Asst. Principal, counselor,	Local funds	Aug - May	Walkthroughs, benchmarks,	report cards, progress reports	Class schedule, PDAS walkthrough observations	# 2

<b>Ideal State: Goal(s)</b>							
<b>Goal I - Student Learning</b> KISD will provide students with the knowledge and skills needed to compete globally. Kleberg Elementary will reach Exemplary status by 2014 for all students in the areas of Reading, Writing and Math.							
<b>Objective(s):</b> During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<ul style="list-style-type: none"> <li>Provide necessary supplies and materials to serve dyslexic students.</li> </ul>							
<p><b>Gifted and Talented</b> will include nominees from all populations to ensure students performance/success and that specific needs are met. Teachers will integrate core subject areas into existing interdisciplinary units to provide instruction for GT students that is differentiated in depth and complexity.</p> <ul style="list-style-type: none"> <li>GT teachers will annually obtain 6 hours of GT staff dev.</li> </ul>	Principal, Teachers, Asst, Principal, Curr. Director, counselor	Local funds	Aug - May	Walkthroughs, Class lists	PDAS observations, PLC sessions	Professional Development Report	# 2
<p><b>Spec. Ed.</b> <b>Address identified needs in the Special Education program.</b> Disaggregate STAAR scores for all special education students and focus on objective weaknesses below 80 % answered correctly in all subject area tests(Reading, Math, Writing)</p>	Principal, Teachers, Asst., Principal, counselor, SPED Director	Local Funds, SPED Funds	Aug - May	Walkthroughs, benchmarks	report cards, progress reports	Performance Assessment reports, STAAR, STAAR M, STAAR Alt reports, AEIS, PBMAS	# 2

<b>Ideal State: Goal(s)</b>							
<b>Goal I - Student Learning</b> KISD will provide students with the knowledge and skills needed to compete globally. Kleberg Elementary will reach Exemplary status by 2014 for all students in the areas of Reading, Writing and Math.							
<b>Objective(s):</b> During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<ul style="list-style-type: none"> <li>Referrals</li> <li>Re-evaluations</li> <li>Least restrictive environment</li> <li>Related services</li> <li>Provide necessary supplies and materials to serve special education students.</li> <li>Provide RTI interventions</li> </ul> <p>The office of Sp Ed will continue to ensure modification plans for SPED students are disseminated and implemented. All personnel will sign off when receiving modification plans. Students will be placed in least restrictive environment.</p> <ul style="list-style-type: none"> <li>2012-2013 – 46 Stud.</li> <li>2011- 2012 – 50 Stud.</li> <li>2010- 2011 - 38 Stud.</li> </ul>							
<p><b>Bil. Education</b> - All students identified as LEP will receive instruction through our Bil. Prog. With parent consent.</p> <ul style="list-style-type: none"> <li>Program Goal...All LEP students will become proficient in English and reach academic standards at the minimum attaining proficiency or better in Reading, writing, lang. arts and Spanish.</li> </ul>	<p><b>Principal, Teachers, Asst. Principal, counselor, Coordinator of Bil. program</b></p>	<p><b>St. Comp funds, Local funds</b></p>	<p><b>Aug- May</b></p>	<p><b>Walkthroughs, student lists</b></p>	<p><b>Teacher Observations</b></p>	<p><b>% of students mastering STAAR, STAAR M test</b></p>	<p><b># 2</b></p>

<b>Ideal State: Goal(s)</b>							
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<b>Objective(s):</b> During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Continue a quality Migrant Education Program that includes</b>  Annual recruitment, verification, identification and services. <ul style="list-style-type: none"> <li>• Migrant Services coordination</li> <li>• Parental Involvement Identification and Recruitment</li> </ul> Students will be identified and educated. The counselor will provide assistance to all qualifying migrant students by doing academic follow-ups, desegregation of testing data, referrals for clothing and school uniforms, vision and school supplies.	<b>Principal, Teachers, Asst. Principal, counselor, Federal Prog. Director</b>	<b>State Comp Local Funds</b>	<b>Aug - May</b>	<b>Walkthroughs, benchmarks, PEIMS Reports, student lists</b>	<b>Student academic performance on report cards, progress reports, performance assessments</b>	<b>AEIS, STAAR reports</b>	<b># 2</b>
<b>Federal Programs-----</b>  <b>Title 2 A Certified Personnel/Class Size Reduction &amp; Paraprofessionals</b> <ul style="list-style-type: none"> <li>• Class size reduction funds will be used to provide additional teachers to reduce teacher student ratio. 22/1</li> </ul>	<b>Principal, Teachers, Asst. Principal, counselor, Federal Prog. Directors</b>	<b>Title 2 A</b>	<b>Aug - May</b>	<b>Walkthroughs, student rosters</b>	<b>Teacher observations, report cards</b>	<b>Class size reduction certifications</b>	<b># 3</b>

<b>Ideal State: Goal(s)</b>							
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<b>Objective(s): During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<ul style="list-style-type: none"> <li>Title 2 A teachers 2012-13 (H Conard, E Jaime) Personnel salaries. (82,265.56)</li> </ul>							
<b>Title 1 School Wide Program</b> <ul style="list-style-type: none"> <li>Staff and parents will receive information on the 10 components of a school wide campus.</li> <li>The campus allocation for 2012-2013=\$27,279.57</li> <li>School Personnel=\$113,204.03 (L. Harrison, V. Read, S. Boera, V. Saenz, M. Galindo)</li> </ul>	<b>Principal, Teachers, Asst. Principal, counselor, Federal Prog. Director</b>	<b>Title 1,</b>	<b>Aug. - May</b>	<b>Walkthroughs, Class rosters</b>	<b>Teacher observations</b>	<b>AEIS, School Report card, Title 1 Certification certificates</b>	<b># 1</b>
<b>State compensatory</b> <ul style="list-style-type: none"> <li>personnel 2012-13</li> <li>M DeLaMora, I Garcia, L Mendietta, J Vasquez, R Zabelin, I Maldonado, R Beltran</li> </ul>	<b>Principal, Teachers, Asst. Principal Counselor, Federal Prog. Director</b>	<b>St. Comp</b>	<b>Aug - May</b>	<b>Walkthroughs, Class rosters</b>	<b>Teacher observations</b>	<b>AEIS, School Report card</b>	<b># 2</b>
<b>Attendance</b> will be monitored daily and we will meet or exceed state standards. <ul style="list-style-type: none"> <li>Teachers will receive a daily report of students who are</li> </ul>	<b>Principal, Asst. Principal counselor, teachers,</b>	<b>Attendance reports</b>	<b>Daily absence reports, Aug - May</b>	<b>Attendance reports</b>	<b>Daily district reports, Notes sent home,</b>	<b>Student attendance reports, AEIS , campus attendance rates</b>	<b># 2</b>

<b>Ideal State: Goal(s)</b>							
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<b>Objective(s): During the 2012-2014 school years our campus will utilize scientifically research based programs and services to improve student achievement in all content areas by 3% in 2012 and 5% by 2014, as measured by the Texas state assessment.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
absent for the day and a district report of the campus averages for the day. <ul style="list-style-type: none"> <li>Parents will be notified by school messenger if student is absent.</li> <li>Attendance incentives will be offered on Friday. Free dress code for those children who have been in attendance all week.</li> <li>Classes with 100% attendance will be awarded popsicles and their class pictures are posted in the hallway for the week.</li> </ul>							
<b>Assessments</b> <ul style="list-style-type: none"> <li>Reading and Math checklists will be used to monitor student growth.</li> <li>Data will be disaggregated using Euphoria and Performance Plus by 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Grade teachers.</li> <li>Teachers will collaborate at PLC meetings and review data and make curriculum adjustments as needed.</li> </ul>	<b>Principal, Teachers, Asst. Principal</b>	<b>local funds</b>	<b>Aug - May</b>	<b>Walkthroughs, benchmarks</b>	<b>Walkthroughs, report cards, progress reports, Performance plus reports, Euphoria reports</b>	<b>Performance plus data reports, Euphoria reports, STAAR, STAAR M, STAAR Alt. reports</b>	<b># 2, #8</b>



<b>Ideal State: Goal(s)</b>							
<b>Goal II – Human Resources Development</b> KISD will recruit, retain and continually develop high quality staff							
<b>Objective(s): Kleberg Elementary will continue to hire, retain, and recruit only highly qualified personnel in all positions as determined by NCLB criteria and Title 1 Schoolwide.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Highly Qualified Teachers</b> <ul style="list-style-type: none"> <li>The number of highly qualified teachers will be maintained at 100% by providing quality professional dev. in key areas of need and strategic reform.</li> </ul>	<b>Principal, Teachers, Asst. Principal, Federal Program Director</b>	<b>Local funds, Title 1, Title 2A funds</b>	<b>Aug - May</b>	<b>100% of teachers are highly qualified, 100% of classes taught by highly qualified teachers</b>	<b>Report cards</b>	<b>Teacher certifications</b>	<b># 5, #3</b>
<b>Health and Wellness-</b> Meet 4 times per year, minimally. <ul style="list-style-type: none"> <li>Coordinated School Health- Develop goals and objectives based on fitness assessment.</li> <li>Physical Activity- Students enrolled in all full-day pre-K must participate in MVPA for a minimum of 30 minutes per day or 135 per week.</li> <li>Physical Ed-Curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop.</li> </ul>	<b>Principal, Teachers, Asst. Principal, counselor</b>	<b>Local</b>	<b>Aug – May Will meet 4 times per year.</b>	<b>Walkthroughs</b>	<b>Increase rates in students' participation in moderate to vigorous physical activity.</b>	<b>Monthly Health and Wellness meeting, Teacher attendance Reports</b>	<b># 2</b>

<b>Ideal State: Goal(s)</b>							
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<b>Objective(s): Kleberg Elementary will continue to hire, retain, and recruit only highly qualified personnel in all positions as determined by NCLB criteria and Title 1 Schoolwide.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Teacher Mentoring Program</b> – New teachers will be assigned mentor teachers to assist with policies and procedures and the routine of the school, the use of effective instructional practices and strategies, problem solve, implement current initiatives and professional development.	<b>Director of HR, Mentor teachers, Principal, Asst. Principal</b>	Local	Aug - May	Teacher observations	Principal observations, Meeting sign in sheets	Retentions	# 2
<b>Teacher Incentives</b> We will provide for celebrations and incentives for teachers to enhance cohesiveness among staff: <ul style="list-style-type: none"> <li>Teachers with 100% student attendance at the end of the week receive a 5.00 Lunch gift card.</li> <li>Provide Birthday celebrations for all staff members on the last Thursday of each month</li> <li>Luncheon every six weeks is served in the lounge for all staff.</li> </ul>	<b>Principal, Asst. Principal, Counselor, Teachers</b>	Local	Aug - May	Lists of teachers	Teacher morale	Improved Teacher attendance	#2
We will take measures to <b>attract highly qualified teachers.</b>	<b>Principal, HR Director</b>	Local	Aug. - May	Newspaper advertisements	New applicants to the District	New personnel to the campus	#5

<b>Ideal State: Goal(s)</b>							
<b>Goal III – Safe, Orderly and Friendly School Environment</b> KISD will create an open, transparent, and welcoming learning environment for students, parents, and employees.							
<b>Objective(s): Kleberg Elementary will develop and maintain a safe and secure environment for students and staff.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiative.</b>  7 Modules <ul style="list-style-type: none"> <li>• Legislative Issues</li> <li>• School and Classroom Interventions</li> <li>• Positive Behavior Support</li> <li>• Time Out</li> <li>• Severe Behavior</li> <li>• Acting Planning</li> <li>• Restraint Training</li> <li>• Provide in-house training to select personnel in (TEAM)</li> <li>• Create more positive rewards for good behaviors</li> <li>• Develop a Campus-wide Discipline Plan – use of Eagle Bucks</li> </ul>	<b>Principal, Teachers, Asst. Principal , counselor</b>	<b>Local funds</b>	<b>Aug - May</b>	<b>Walkthroughs, Observation</b>	<b>Campus morale, Positive student behavior, Decrease in student referrals</b>	<b>Reduce number of incidents on campus.</b>	<b># 2</b>
<b>Crisis Plan - Kleberg will continue to implement and practice drills for</b> <ul style="list-style-type: none"> <li>• bad weather</li> <li>• tornados</li> <li>• fire</li> <li>• stranger on campus</li> </ul>	<b>Principal, Teachers, Asst. Principal</b>	<b>CSCOPE Cur. TEKS obj. Timelines</b>	<b>Aug - May Once every six weeks</b>	<b>Walkthroughs, observation of student/teacher exiting building during drill</b>	<b>Observation</b>	<b>Documented drills, CNA survey on school safety</b>	<b># 3</b>

<b>Ideal State: Goal(s)</b>							
<b>Goal III – Safe, Orderly and Friendly School Environment</b> <b>KISD will create an open, transparent, and welcoming learning environment for students, parents, and employees.</b>							
<b>Objective(s): Kleberg Elementary will develop and maintain a safe and secure environment for students and staff.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<ul style="list-style-type: none"> <li>• shelter in place</li> <li>• chemical gas spill</li> </ul> <p>Teachers will instruct students on procedures for each type of drill. Students will receive drill and safety instruction from all their teachers. Once a month.</p>							

<b>Ideal State: Goal(s)</b>							
<b>Goal IV– Improve Public Support and Confidence in Schools</b> KISD will collaborate with parents, leaders, and other stakeholders to exemplify the values and priorities of the Kingsville community.							
<b>Objective(s):</b> Kleberg will continue to initiate parent and community contacts to establish a partnership= among parents, students and the school.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<b>Activities - School sponsored and extracurricular.</b> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• UIL events</li> <li>• science fair</li> <li>• spelling bee</li> <li>• book it</li> <li>• TAMU-K chemistry lab</li> </ul> Grades 2-4 will utilize academic planners to communicate with parents, record assignments, and track school information.	<b>Principal, Teachers, Asst. Principal, counselor, Parents</b>	<b>CSCOPE Curr. TEKS obj. Timelines, local funds</b>	<b>Aug – May Academic planners are utilized throughout the year.</b>	<b>UIL meet participation, UIL Practice sign in logs, school planners</b>	<b>Student awards, student achievement, report cards</b>	<b>Student recognition, Awards Program, Newspaper clippings</b>	<b># 10</b>
<b>Transition--</b> Kleberg will provide opportunities for students to make a smooth transition from one grade level/school to another: <b>*Gillett Counselor</b> will orientate fourth grade students making transition to fifth grade. Students will learn about scheduling, policies, dress code rules, grading rules and expectations. 4th grade students will visit the Gillett campus for the day of	<b>Principal, Asst Principal, Counselors, Teachers, Head Start Program Director, Gillett Principal</b>	<b>Parent permission slips, bus transportation, Local funds</b>	<b>Aug – May The transition occurs at the end of the year in May.</b>	<b>Bus requisition workorder</b>	<b>Student success, honor roll, via newspaper etc.</b>	<b>AEIS, Benchmarks, reduced retention rates, student grades</b>	<b>#7</b>

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<b>Objective(s):</b> Kleberg will continue to initiate parent and community contacts to establish a partnership= among parents, students and the school.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
orientation. Parental permission required. <b>*Head Start Program</b> will tour Kleberg campus and parents will visit campus, receive information on dress code, and discipline.							
<b>Parent Conferences/Project Keep-</b> A school compact will be signed by the student, parent and teacher. All parent conferences will continue to be conducted for any student that is <ul style="list-style-type: none"> <li>Failing</li> <li>in at risk situation</li> <li>having discipline issues</li> </ul>	<b>Principal, Asst. Principal, counselor, Teachers</b>	<b>Local, Title 1</b>	<b>Aug - May</b>	<b>Attendance sign in sheets</b>	<b>Student achievement, report card, progress report</b>	<b>School-Compact sign in sheets, Parent survey, Title 1 Agenda</b>	<b># 2, #6</b>
<b>Parent Involvement</b> – Kleberg will involve parents & the community in school activities/projects & will be recognized for the participation at KISD’s VIP annual banquet. <b>Parental involvement will include</b> <b>**Parent trainings:</b> <ul style="list-style-type: none"> <li>meeting on Bullying</li> <li>How to help your child be successful. (1,000)</li> <li>Parent compact meetings Parents will receive student handbook. At Parent Teacher conferences teachers will review proficiency levels</li> </ul>	<b>Principal, Asst. Principal, counselor, Teachers</b>	<b>Local , Title 1</b>	<b>Aug - May</b>	<b>Attendance Sign in sheets, Parent involvement increase, Agenda</b>	<b>Increased number of parents involved our school, student report cards, improvement in student overall academic achievement</b>	<b>Documentation of parental support on campus, parent sign in logs, End of year report, parent survey</b>	<b># 2, #6</b>

<b>Ideal State: Goal(s)</b>							
<b>Goal IV– Improve Public Support and Confidence in Schools</b> KISD will collaborate with parents, leaders, and other stakeholders to exemplify the values and priorities of the Kingsville community.							
<b>Objective(s):</b> Kleberg will continue to initiate parent and community contacts to establish a partnership= among parents, students and the school.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
<p>students are expected to meet, and receive the parent compact.</p> <p>Kleberg Elemetary will provide 100% the parents with information regarding school and community events:</p> <ul style="list-style-type: none"> <li>• Progress reports and report cards</li> <li>• Web based activity calendars to parents</li> <li>• Provide Parent’s Survey</li> <li>• Send Weekly classroom newsletters</li> <li>• Campus and Teacher websites updated regularly on school activities</li> <li>• Provide invitations for Guests/Parent Readers</li> <li>• Report news through the all messenger call</li> <li>• Provides flexible number of meetings and trainings for parents</li> <li>• Family Reading and Math Night to parents and encourage home practices that support student literacy progress at school.</li> <li>• Grades 2-4 will utilize</li> </ul>							

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<b>Goal IV– Improve Public Support and Confidence in Schools</b> <b>KISD will collaborate with parents, leaders, and other stakeholders to exemplify the values and priorities of the Kingsville community.</b>							
<b>Objective(s): Kleberg will continue to initiate parent and community contacts to establish a partnership= among parents, students and the school.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components</b>
academic planners to communicate with parents record assignments and track school information.							



<b>Ideal State: Goal(s)</b>							
<b>Goal V – Facilities and Finance</b> KISD will continue to use best practices in its efficient and effective management of District resources.							
<b>Objective(s): Kleberg Elementary will require staff to follow financial procedures and involve staff and site based committees in budget planning.</b>							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components</b>
<b>Campus Operations</b> The facilities and daily operations will include but are not limited to the following: expenses for construction repair, work orders for maintenance dept., mobile and telephone expense and repairs/upgrades, security and safety measures, technology repairs and expenses, utilities expense, machinery repair and expenses. This also includes funds for instructional materials such as paper, markers, pencils etc.	<b>Principal, Asst. Principal, Counselor, Teachers, Secretary</b>	<b>Work orders, expense reports, telephone records, repair reports, local funds, etc.</b>	<b>Aug - May</b>	<b>Copies of work orders, maintenance agreements, PO's</b>	<b>Campus operations are maintained and operable at all times.</b>	<b>Student success evident in AEIS, reduction in accident reports.</b>	<b>#2</b>
<b>CIP (Campus Improvement/Action Plan)</b> and SBDM (Site Based Decision Making) meetings will be held to ensure program success. Once the needs assessment is completed the CIP is reviewed and evaluated.	<b>BLT, SBDM members, Principal, Asst. Principal</b>	<b>Meeting minutes</b>	<b>Aug. –May Meeting are held 3 times a year.</b>	<b>Minutes will reflect discussions at the meetings. E-mail correspondence.</b>	<b>PL C meeting attendance notes, Agenda, Walkthroughs</b>	<b>Building Leadership Team &amp; SBDM sign-in sheets, CAN's sign-in logs</b>	<b>#2</b>

<b>Ideal State: Goal(s)</b>							
<b>Goal V – Facilities and Finance</b> KISD will continue to use best practices in its efficient and effective management of District resources.							
<b>Objective(s):</b> Kleberg Elementary will require staff to follow financial procedures and involve staff and site based committees in budget planning.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components</b>
<b>Staff handbook</b> – update and distribute staff handbook. Review contents with all staff.	<b>Principal, Asst. Principal, Teachers</b>	<b>Meeting sign-In sheets</b>	<b>Aug - May</b>	<b>Agenda, emails</b>	<b>PLC meetings, attendance, sign in sheets</b>	<b>Sign-in sheets, agenda</b>	

Kingsville Independent School District  
Campus Name  
2012-2013

**State Compensatory Education Personnel Summary**

<u>Name</u>	<u>Assignment</u>	<u>FTEs</u>
Mary DelaMora	Teacher	1.0
Irma Vergara-Garcia	Teacher	1.0
Ermelinda Mendieta	Teacher	1.0
Jessica Vasquez	Teacher	1.0
Ruth Zabelin	Teacher	1.0
Ida Maldonado	Teacher	.5
Rosa Beltran	Teacher	.5

\*Subject to change\*

**Total This Page**

7
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**Total FTE's**

7.0
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Kingsville Independent School District  
A. G. Kleberg Elementary  
2012-2013

**CIP Fiscal Summary**

**The total fiscal resources requested to accomplish the initiatives and strategies in this Campus Improvement Plan are summarized as follows:**

**Total Fiscal Resources  
from all funding sources:** **658,090.54**

<b>Local Funds</b>	<b>\$ 41,077.00</b>
<b>State Comp.</b>	<b>\$255,881.96</b>
<b>Special Ed</b>	<b>\$</b>
<b>Inst. Tech.</b>	<b>\$</b>
<b>GT</b>	<b>\$</b>
<b>Bilingual/ESL</b>	<b>\$</b>
<b>Title I, A</b>	<b>\$204,774.02</b>
<b>Title II, A</b>	<b>\$ 90,269.56</b>

<b>Title III</b>	<b>\$</b>
<b>Title VI, B</b>	<b>\$</b>
<b>Migrant</b>	<b>\$</b>
<b>School Improv.</b>	<b>\$15,000.00</b>
<b>Maximum Enti.</b>	<b>\$14,832.00</b>
<b>Title 1, Part A  Realloct. Fund</b>	<b>\$36,256.00</b>
<b>Other (Name)</b>	<b>\$</b>
<b>Other (Name)</b>	<b>\$</b>