

**SONORA ELEMENTARY SCHOOL
2012-2013
CAMPUS ADVISORY TEAM**

| Name | Position | Signature |
|-----------------------|-----------------------------|------------------|
| Louise Dermody | Principal | |
| Marisol Rodriguez (1) | Parent | |
| Kendra Vyvlecka (2) | Parent | |
| Mike Villanueva (2) | Community Representative | |
| Anita Hudson (2) | Business Representative | |
| Sarah Wade (2) | Pre-K Teacher | |
| Ervey Hernandez (2) | Kindergarten Teacher | |
| Sandra Elliott (1) | First Grade Teacher | |
| Esme Ramon (2) | Second Grade Teacher | |
| Joleta Traylor (2) | Special Programs | |
| Jami Chavarria (2) | Teaching Professional | |
| Donna Hanusch (2) | Non-Teaching Professional | |
| Allison Ramseyer (2) | District Level Professional | |

Our members were nominated and elected. Next to each teacher's name, you will find a number in parenthesis that indicates if it is the teacher's first or second year on the committee.

Overview of Needs Assessment

The Campus Advisory Team met on 8/24/12 and 9/20/12 to conduct a Comprehensive Needs Assessment for Sonora Elementary in order to effectively plan for student instruction.

| Participants in Attendance | Data Sources Examined |
|--|--|
| 8/24 - Ervey Hernandez, Sarah Wade, Sandra Elliott, Esmey Ramon, Jami Chavarria, Donna Hanusch, Louise Dermody | AEIS Report STAAR Data - Disaggregated Benchmark Testing Data Attendance Data |
| 9/20 – Louise Dermody, Anita Hudson, Sarah Wade, Ervey Hernandez, Heather Cearley, Jami Chavarria, Donna Hanusch | Parent Participation Records Referral Percentages for Special Ed. PBMAS Report AYP Report Stanford Scores Highly Qualified Teacher Report |

Summary of findings include:

| Areas of Concern | Data Source |
|---|-------------|
| Critical Thinking in Reading and Math | STAAR, TPRI |
| Economically Disadvantaged in Reading | STAAR, AYP |
| Academic Vocabulary | STAAR |
| Math | STAAR |
| Comprehension – work to be below 20% in 1 st and 2 nd grade | TPRI |
| Spelling and Fluency | TPRI |
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SONORA ELEMENTARY SCHOOL CAMPUS GOALS

Goal 1.....Math, Reading, and Writing Achievement for all Students

- Objective 1.....Math
- Objective 2.....Reading
- Objective 3.....Writing
- Objective 4.....Special Education
- Objective 5.....Gifted and Talented

Goal 2.....Student Attendance/Drop Out

Goal 3.....Parental Involvement

Goal 4.....Violence Prevention and Interventions

Goal 5.....Pre-School Transition

Goal 6.....Technology

Goal 7.....Highly Qualified Teachers/Paraprofessionals

GLOSSARY OF TERMS

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|---------------|--|
| A.R. | Accelerated Reader |
| CAT | Campus Advisory Team |
| D.E.A.R. | Drop Everything and Read |
| ESC Region XV | Education Service Center Region XV |
| G/T | Gifted and Talented |
| IEP | Individual Educational Plan |
| LPAC | Language Proficiency Assessment Committee |
| MHMR | Mental Health and Mental Retardation |
| PAL Program | Peer Assistance Learning |
| SRI | Scholastic Reading Inventory |
| S.T.A.R. | Standardized Test for Assessment of Reading |
| TAKS | Texas Assessment of Knowledge and Skills |
| TEKS | Texas Essential Knowledge and Skills |
| TWI | Reading To, Reading With & Reading Independently |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #1: Sonora Elementary School will reach exemplary status (90%) by 2015 by raising scores for *all students including special education in the areas of reading, writing and math.

OBJECTIVE #1: By 2013, 90% of *all students and **student groups will pass the math portion of the State Test

*All students – Hispanic, White, African American, Economically Disadvantaged

** Student Groups – Male, Female, LEP, G/T, At-Risk, Special Education

***At-Risk – These students qualify as at-risk based on the state criteria

ESEA Goals 1&2

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|----------------------------------|---------------------------------|--|--|---|
| Assessment/Analysis 1. Staff will analyze STAAR objectives failed by students and develop instructional strategies to address needs. | Teachers | Principal | Team Planning, STAAR Data | 8/12-6/13 | AEIS, STAAR Data |
| 2. Vertically Align Curriculum | Principal K – 2 Teachers | Principal Pre-K – 2 Teachers | Planning Time TEKS, CScope Vertical Alignment Tool, Lead4ward | 8/12-5/13 | 6 Weeks Assessments/Grades |
| 3. mClass Math Benchmark/Progress Monitoring | K-2 Teachers and Assessment Team | Principal/Reading Coach | Wireless Generation Subscription, Laptops, Assessment Team | Sept., Jan., & May for benchmarks Progress Mon. every 2 wks (identified for Tier 3) | Benchmark and Progress Monitoring Data |
| Instruction 4. Use of Envision Math program for K-2 and Owl for Pre-K | Pre-K – 2 Teachers | Pre-K – 2 Teachers | Envision 2 nd edition, TEKS, | 8/12-5/13 | Math Assessments 6 Week Grades |
| <ul style="list-style-type: none"> • Daily use of critical thinking skills, problem solving, math manipulatives, and number sense | Pre-K – 2 Teachers | Pre-K – 2 Teachers | Technology Funds, edHelper, abc teach, mathstories.com, | 8/12-5/13 | Teacher Observation Six Week Tests Successmaker & Waterford Reports |

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| techniques. | | | Succesmaker, Waterford SSI Supplies \$3521 Technology Funds, Succesmaker, Waterford | 8/12-5/13 | Teacher Observation 6 Week Grades |
| <ul style="list-style-type: none"> Computer Software for reinforcement of math skills and concepts as well as problem solving. | Pre-K – 2 Teachers, Computer Teacher | Pre-K – 2 Teachers, Computer Teacher | | | |
| 5. Math Extensions | 2 nd Teachers | 2 nd Teachers | Envision, Teacher made materials, Local Funds, Mrs. Brockman | 8/12-5/13 | Teacher Observation 6 Week Grades |
| <ul style="list-style-type: none"> Combined use of Inclusion for Special Ed. Students and ESL Students | All Staff | Principal | Planning Time Region XV | 8/12-5/13 | 6 Weeks Tests/Grades, STAAR Test |
| Extended Learning Time | PK-2 Teachers | Principal | Remedial/STAAR materials, salaries, SCE – See Addendum, SSI Supplies \$3521 | 8/12-5/13 | Successmaker reports, Six Week Grades |
| 6. All students who are ***at-risk (based on state criteria) will be provided the opportunity to attend intervention groups/tutorials. | | | | | |
| 7. Summer school for all students failing or not mastering the grade level TEKS with 70%. | K-2 Teachers | Principal | Local Funds, See Budget | 6/13 | Pre and Post Test for Summer School. 70% is required for mastery. |
| Staff Development | Principal | Principal | ESC XV Staff Development | 8/12-5/13 | PDAS, Teacher Observation, Curriculum Development |
| 8. Interdisciplinary Curriculum (6 hours) | Pre-K-2 Teachers | | | | |
| 9. Appropriate Math Training Sessions | Pre-K – 2 Teachers | Principal | Planning Time Sharing Time TEKS, CScope Vertical Alignment Tool, Lead4ward Local Funds | every 6 weeks | Lesson, Plans/Observations, Achievement Test Scores, New strategies being used |
| <ul style="list-style-type: none"> Grade Level Session Vertical Planning Sessions | | | | | |
| 10. Innovative strategies and techniques | | | | | |
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Summative Evaluation: EOY mClass Assessment Data

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #1: Sonora Elementary School will reach exemplary status (90%) by 2015 by raising scores for *all students including special education in the areas of reading, writing and math.

OBJECTIVE #2: By 2013, 90% of *all students and **student groups will pass the reading portion of the STAAR

*All students – Hispanic, White, African American, Economically Disadvantaged

** Student Groups – Male, Female, LEP, G/T, At-Risk, Special Education

***At-Risk – These students qualify as at-risk based on the state criteria.

ESEA Goals 1&2

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|-----------------------|------------------------------|--------------------------------|-------------------|---|
| Assessment/Analysis 1. Staff will analyze STAAR objectives failed by students and develop instructional strategies to address needs. | Pre-K – 2 Teachers | Principal | Team Planning, STAAR Scores | Every 6 weeks | Benchmark data |
| 2. Staff will analyze Stanford results and will develop strategies to address identified needs. | K – 2 Teachers | Principal | Stanford Scores, Planning Time | 5/12 & 9/13 | Reading Assessments Informal Observations Stanford Scores |
| 3. Diagnostic Reading Tests, S.T.A.R. (Aug., Jan., May), AR Test, S.T.A.R. Early Literacy | K – 2 Teachers | Reading Coach | Local Funds | 8/12-5/13 | 6 Week Grades |
| 4. TPRI/Tejas Lee Progress Monitoring (K-2) | Assessment Team | Reading Coach | Local Funds | Every 2 weeks | Parent/Faculty Input, TPRI results |
| 5. TPRI/Tejas Lee Benchmark (K-2) | Assessment Team | Reading Coach | Local Funds | Sept., Jan. & May | 6 Weeks Grades/Tests, TPRI results, Tejas Lee reports |
| 6. CIRCLE (PK) English/Spanish | Assessment Team | Reading Coach | Local Funds | 9/12, 1/13, 5/13 | CIRCLE Reports, Student Performance |
| 7. Analyze spring evaluation results for ESL Students to determine if an exit criterion has been met and develop instructional strategies for those continuing in the program. | ESL Staff | ESL Campus Coordinator | Stanford OLP Test | 5/13 | 40% Stanford (or norm referenced test) |

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| 8. Vertically Align Curriculum | K – 2 Teachers | Principal, Reading Coach | Software Planning Time TEKS, | 8/12-5/13 | Improved writing products in all grades, 6 week writing samples |
| Instruction | | | | | |
| 9. Reading incentive programs <ul style="list-style-type: none"> • AR Challenges • AR Point Clubs • AR Store | Pre-K – 2 Teachers | Pre-K – 2 Teachers | Activity Funds | 8/12-5/13 | Library Circulation, Student Count on Point Clubs |
| 10. 3 Tier Reading Model | K-2 Teachers | Principal, Reading Coach | RTA support, FCRR, TPRI Activities, Teacher Reading Academy Activities, Visualizing and Verbalizing, 95%, DARE to Read, Lexia, Successmaker, Seeing Stars, Waterford, Journeys Tier II, Fluency Binders, SSI Supplies \$3521 | 8/12-5/13 | Student performance on Benchmark data and Progress Monitoring |
| 11. Reading Instruction (TEKS/STAAR) <ul style="list-style-type: none"> • Novel Study • Flexible Groups based on data • Independent Reading (Accelerated Reader) • Journeys • Read critically from variety of texts • Dyslexia Program – DARE to Read • Enrichment Advanced Readers | PK-2 Teachers Reading Intervention Teacher Reading Intervention Teacher | Principal, Reading Coach Reading Intervention Teacher Reading Intervention Teacher | STAAR Materials, Local SCE-See Addendum Dyslexia Handbook, Lexia, Project Read Materials Teacher Made Materials | 8/12-5/13 | Increase in Reading Motivation, STAAR Results 6 weeks grades, Teacher Observation, Reading Assessments/Progress Monitoring 6 weeks grades, Teacher Observation, Reading Assessments/Progress Monitoring |
| 12. Integrate reading across the curriculum | Pre-K – 2 Teachers | Principal | | 8/11-5/12 | Teacher Observations STAAR Scores |

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| 13. Waterford Reading | PK – K Teachers | Principal, Reading Coach | SCE | 10/12-6/13 | Computer Generated Reports |
| 14. Reading Academy Strategies | K-2 Teachers | Reading Coach | ESC XV | 8/12-5/13 | Implementation of new strategies, TPRI/Tejas Lee, |
| 15. All students who are ***at-risk (based on state criteria) will be provided the opportunity to attend intervention groups/tutorials. | PK-2 Teachers | Principal | Remedial STAAR materials, salaries, SCE – See Addendum, Rosetta Stone, SSI Supplies \$3521 | 8/12-5/13 | Scores showing marked improvement, Six Week Grades |
| 16. Summer school for all students failing or not mastering the grade level TEKS with 70% (K-2). | K-2 Teachers | Principal | See Budget | 6/13 | Pre and Post Test for Summer School |
| 17. Author’s Visit – Story Book Festival | Pre-K - 2 Teachers | Librarian | Activity Funds | 8/12-5/13 | Increased Reading Performance, Attendance |
| 18. Dual Language Reading Curriculum | PK-2 Teachers | Principal | Local Funds | 8/12-5/13 | Assessment Data, Teacher Observations |
| Staff Development 19. Interdisciplinary Curriculum (6 hours) | Dermody Pre-K-2 Teachers | Dermody | ESC XV | 8/12 | PDAS, Teacher Observation, Curriculum Development |
| 20. Appropriate Reading Training Sessions <ul style="list-style-type: none"> • Grade Level Session/Sharing • Vertical Planning Sessions • Innovative strategies and techniques • Team Planning | Pre-K – 2 Teachers | Dermody | ESC XV Planning Time Lead4ward | 8/12-5/13 | Lesson Plans Teacher Observations Student Grades/Test Scores Implementation of new strategies and techniques |
| 21. Book Study | All Staff | Local Funds | Meeting Time, 7 Steps to a Language Rich Interactive Classroom | 8/12-5/13 | New strategies implemented, dialog between staff, sharing of ideas and thoughts |

Summative Evaluation: TPRI, EOY Assessment Data

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #1: Sonora Elementary School will reach exemplary status (90%) by 2015 by raising scores for *all students including special education in the areas of reading, writing and math.

OBJECTIVE #3: By 2013 90% of *all students and **student groups will pass the writing portion of the STAAR

*All students – Hispanic, White, African American, Economically Disadvantaged

** Student Groups – Male, Female, LEP, G/T, At-Risk, Special Education

***At-Risk – These students qualify as at-risk based on the state criteria.

ESEA Goals 1&2

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|--------------------|-----------------------|---|-----------|--|
| Assessment/Analysis 1. Staff will analyze STAAR objectives failed by students and develop instructional strategies to address needs. | K – 2 Teachers | Principal | Team Planning, STAAR Scores, abcteach | 8/12-5/13 | STAAR Data Writing Samples |
| 2. Staff will analyze Stanford results and will develop strategies to address identified needs. | K – 2 Teachers | Principal | Stanford Scores, Planning Time | 8/12-5/13 | Increase performance Writing Samples Teacher Observations |
| 3. Vertically Align Curriculum | K – 2 Teachers | Principal | Planning Time TEKS, 6+1 Trait, Mrs. Wallace, Local Funds | 8/12-5/13 | Improved writing products in all grades, 6 week writing samples, portfolios |
| Instruction 4. Utilize modeling and questioning to guide writing | Pre-K – 2 Teachers | Principal | Staff Development, Mrs. Wallace, Local Funds | 8/12-5/13 | Writing Samples Increase Proficiency |
| 5. Lucy Calkin’s Writing Workshop | Pre-K – 2 Teachers | Principal | | 8/12-5/13 | Writing Samples Increased Proficiency in oral language, reading and writing, 6 Weeks Assessments |
| 6. Weekly Edit/Morning Message Consistency in editing handwriting | Pre-K-2 Teachers | Principal | Materials DNeilian | 8/12-5/13 | Increased use or application of writing strategies |
| 7. Student Treasures, School Publishing | K – 2 | Reading Coach | Student Treasures Materials | 2/13 | Increased writing skills, teacher observation |

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| Extended Learning Time 8. All students who are ***at-risk (based on state criteria will be provided the opportunity to attend tutorials. | Pre-K – 2 Teachers | Principal | Remedial/TAKS materials And salaries, Local SCE- see addendum | 8/12-5/13 | Improved Writing Performance, STAAR Scores, |
| 9. Summer school for all students failing Language Arts for the year. | K- 2 Teachers | Principal | See Budget | 6/12 | Increased Writing Performance |
| 10. Author's Visit | Pre-K – 2 Teachers | Librarian | Activity Funds | 8/12-5/13 | Increased Writing Performance |
| Staff Development 11. Interdisciplinary Curriculum (6 hours) | Pre-K-2 Teachers | Principal | ESC XV - Jim Coffey | 8/12 | PDAS, Teacher Observation, Curriculum Development |
| 12. Appropriate Writing Training Sessions <ul style="list-style-type: none"> • Grade Level Session • Vertical Planning Sessions • Innovative strategies and techniques • ESL • 6 + 1 Trait • Lucy Calkin's | Pre-K – 2 Teachers, Special Ed, ESL | Principal | ESC XV Planning Time TEKS Sharing Time Mrs. Wallace | 8/12-5/13 | Lesson Plans Writing Samples STAAR Scores Writing Scope and Sequence (Developed by Staff) with Sight words |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #1: Sonora Elementary School will reach exemplary status (90%) by 2015 by raising scores for *all students including special education in the areas of reading, writing and math.

OBJECTIVE #4: By 2013 70% of Special Education students will pass the reading & math portions of the STAAR

*All students – Hispanic, White, African American, Economically Disadvantaged

** Student Groups – Male, Female, LEP, G/T, At-Risk, Special Education

***At-Risk – These students qualify as at-risk based on the state criteria.

ESEA Goals 1&2

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|--|-------------------------|---|-----------|--|
| 1. Least Restrictive Environment – Supplementary aids and services are provided. | All | Special Education Staff | Special Education Teachers & Paraprofessionals | 8/12-8/13 | Number of students being served in inclusion settings |
| 2. Inclusion Strategies | Pre-K – 2 Teachers | Special Education Staff | ESC XV | 8/12-5/13 | Number of students being served through inclusion settings |
| 3. Tutorials | K – 2 Teachers | Principal | Waterford, Lexia, Successmaker, RTA support, FCRR, TPRI Activities, Teacher Reading Academy Activities, Visualizing and Verbalizing, 95%, DARE to Read, Lexia, Successmaker, Seeing Stars, Waterford, Journeys Tier II, Fluency Binders | 8/12-5/13 | 6 weeks grades |
| 4. Reading Intervention | K - 2 Teachers, Special Education Teachers | Reading Coach | Waterford, Lexia, Successmaker, RTA support, FCRR, TPRI Activities, Teacher Reading Academy Activities, Visualizing and Verbalizing, 95%, DARE to Read, Lexia, Successmaker, Seeing Stars, Waterford, Journeys Tier II, Fluency Binders | 8/12-5/13 | 6 weeks grades |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #1: Sonora Elementary School will reach exemplary status (90%) by 2015 by raising scores for *all students including special education in the areas of reading, writing and math.

OBJECTIVE #5: By 2013 100% of Gifted and Talented students will pass the reading, math and writing portions of the STAAR as grade level appropriate.

*All students – Hispanic, White, African American, Economically Disadvantaged

** Student Groups – Male, Female, LEP, G/T, At-Risk, Special Education

***At-Risk – These students qualify as at-risk based on the state criteria.

ESEA Goals 1&2

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|---|------------------------------|--------------------------------------|--|-----------|---|
| 1. Teachers maintain G/T hours annually | Teachers | Principal | Region XV | 8/12-5/13 | Staff Development Records |
| 2. GT Testing | Teachers | Special Programs Director, Counselor | Planning time, Staff Development Time | 8/13 | Review of Testing data |
| 3. Advanced Reader Module | Reading Intervention Teacher | Reading Intervention Teacher | Universal Learning | 8/12-5/13 | Teacher Observation, Number of students participating |
| 4. Math Extensions | Math Intervention Teacher | Math Intervention Teacher | Number Sense Materials, Envision, Teacher Made Materials | 8/12-5/13 | Teacher Observation, Number of students participating |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #2: Improve student attendance and reduce potential for future dropouts.

OBJECTIVE #1: Students will make progress toward meeting the state attendance standards (97.0%) for student attendance including the at-risk population.

*At-Risk – These students qualify as at-risk based on the state criteria.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|---------------------|-----------------------|-------------------------------------|-----------|--|
| 1. Focus on the importance of attendance and encourage regular attendance through a variety of approaches. | Pre-K – 2 Teachers | Principal | Activity Funds | 8/12-5/13 | Weekly attendance reports |
| 2. Staff will phone parents to check on absent students. | Pre-K – 2 Teachers, | Principal, Secretary | | 8/12-5/13 | Weekly attendance reports Phone Log |
| 3. Review attendance records of all students, including the *at risk, and follow through with legal action according to school policy. | Campus Secretaries | Principal | | 8/12-5/13 | Attendance of identified at-risk students will improve to within State guidelines |
| 4. Incentives for perfect attendance each week. <ul style="list-style-type: none"> • 6 weeks drawings for motivational prizes • Announce over intercom & in Weekly News, Assembly at the end of each 6 weeks • Weekly Attendance Charts | Pre-K – 2 Teachers | Principal | Activity Funds Parent Volunteers | 8/12-5/13 | Calculate attendance % each 6 weeks, Weekly attendance reports, Yearly attendance averages |
| 5. Incentives for perfect attendance each six week period. <ul style="list-style-type: none"> • Incentive items | Pre-K – 2 Teachers | Principal | Activity Funds | 8/12–5/13 | Attendance rate/reports |
| 6. Incentives for perfect attendance each semester. <ul style="list-style-type: none"> • Semester Attendance T-Shirts | Pre-K – 2 Teachers | Principal | Activity Funds | 8/12-5/13 | Attendance rate/reports |
| 7. Perfect attendance/almost perfect attendance certificates will be given at the end of the year and drawings for perfect attendance prizes. | Pre-K – 2 Teachers | PEIMS Clerk | Activity Funds | 5/13 | Weekly attendance reports, fewer warning letters to parents |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #3: Increase parental involvement

OBJECTIVE #1: Increase parental knowledge of, support for, involvement in, and contributions to the school program.

*At-Risk – These students qualify as at-risk based on the state criteria.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|--|---|------------------------------------|-----------------------------|---|
| 1. Continue parent volunteer program to strengthen the home/school relationship; <ul style="list-style-type: none"> • School needs to take a more active role in recruiting parents • Train parent volunteers to run office and workroom equipment • Train parent volunteers to administer Accelerated Reading Tests • Special Event <ul style="list-style-type: none"> ➢ Read Across America ➢ Lil Bronco Relays • Reading Challenge • Box Tops/Lowe's Receipts • Book Fair | Dermody Pre-K – 2 Teachers Dermody Office Staff Teachers Pre-K – 2 Teachers | Principal, Counselor | Meeting Time, Parent Volunteers | 8/12-5/13 | Parental involvement in the school Check in at office & get Volunteer Pass/Badge Roster of parents trained to work with office equipment # of parents giving Accelerated Reading Tests Parental Involvement |
| 2. Parent Conferences - 2 times a year | Pre-K – 2 Teachers | Principal | Schedule, Substitutes | 9/12 – 5/13 | Parent Attendance Student Achievement |
| 3. National Parental Involvement Day Lunch – Thanksgiving Meal | All Staff | Principal, Food Service Director | | 11/12 | Parent Attendance |
| 4. Parenting Classes | Pre-K – 2 Teachers | Counselor | | 11/12 | Parent Attendance |
| 5. Postcards mailed | Pre-K – 2 Teachers | Principal, Secretary | Postcards, Local Supply Money | 8/12 – 5/13 | Parent Attendance at school events |
| 6. Family Literacy Night | PreK-2 | Principal, Counselor, Reading Coach, Speech Pathologist | Activity Funds | 8/12-5/13 3 per year | Increase parent involvement Parent Attendance, Evaluations, Survey's |

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|---|-------------------------------------|---------------|---|------------|---|
| 7. Parent Education Classes <ul style="list-style-type: none"> • Love & Logic | Counselor | Counselor | Local Funds, Child Welfare | 8/12-5/13 | Increase parent involvement Parent Attendance, Evaluations, Survey's |
| 8. Communication <ul style="list-style-type: none"> • Weekly News • Monthly Home/Parents Make A Difference Newsletter • Progress Reports • Communication in Spanish and English • Translators available for conferences and meetings • Utilize various media to disseminate school news • Digital Marquee | Pre-K – 2 Teachers | Principal | Local Funds | 8/12-5/13 | Increased Parental Involvement |
| 9. Parent Involvement Activities | PK Teachers and Teaching Assistants | PK Teacher | Materials to send home; time, Activity Funds | Monthly | Parent Response, Completed Products |
| 10. Book It – Read to Succeed (Six Flags) <ul style="list-style-type: none"> • Encouraging parents to read with children at home. | Pre-K – 2 Teachers | Reading Coach | Donated items from Colts Baseball team, Book It and Read to Succeed | 11/12-5/13 | Number of students meeting goal |
| | | | | | |
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SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #4: Provide Violence Prevention and Interventions

OBJECTIVE #1: Increase social skills, self-esteem and academic performance of all students.

*At-Risk – These students qualify as at-risk based on the state criteria.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|---|--------------------|--------------------------------------|--------------------------------------|-----------|--|
| Campus 1. School Safety Plan <ul style="list-style-type: none"> • Designate Campus Committee • Address policies, procedures, curriculum, programs, assemblies, tracking system • Training • Practice implement, and evaluate plan • Crisis Intervention Plan • Review Safety Assessment • Emergency Kit • Parent Survey • CPI Training | CAT, All Staff | Superintendent, Principal, Counselor | ESC XV Title II SSA, Title IV SSA | 8/12-5/13 | Decreased discipline referrals Completion of Safety Plan/Drills |
| Instruction 2. Character Education <ul style="list-style-type: none"> • Monthly Focus on Character Education • Life Skills Training • Love & Logic – New staff | Pre-K – 2 Teachers | Counselor | ESC XV | 8/12-5/13 | Increased positive behaviors |
| 3. Smaller Class Size | Pre-K – 2 Teachers | Principal | | 8/12-5/13 | Increase self-esteem Teacher Observation |
| 4. Individualized Instruction | Pre-K – 2 Teachers | Principal | ESC XV | 8/12-5/13 | Teacher observation Increased academic performance |
| 5. Communication Lab – Super Flex | Counselor | Counselor | | 8/12-5/13 | Counseling Groups |
| Special Programs/Incentives 6. Foster Grandparent Program | Pre-K – 2 Teachers | Foster Grand-parents | Council of Governments | 8/12-5/13 | Increase self-esteem of targeted students |

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| 7. Group/Individual Counseling | Counselor | Counselor | | 8/12-5/13 | Increased positive social behaviors/self-esteem |
| 8. Special Assemblies <ul style="list-style-type: none"> • Red Ribbon Week • Problem Solving/Leadership | Pre-K – 2 Teachers | Counselor | Activity Funds ESC XV | 8/12-5/13 | Increased Student Awareness, Decrease in bullying, Parental Participation |
| 9. Communication with parents (ex. Home/School Newsletter, Weekly folders, Conferences, Weekly News) | Pre-K – 2 Teachers | Principal | NRA Materials | 8/12-5/13 | Group Discussions Positive Comments |
| 10. Love & Logic, PBS, Classroom Behavior Management | Pre-K – 2 Teachers | Principal, Counselor, Core team | ESC XV | 8/12-5/13 | Fewer Discipline Referrals |
| 11. Reading with the Principal | Principal | Principal | | 8/12-5/13 | Increased student motivation Increased self-esteem |
| 12. Birthday Wish during morning announcements, Birthday Pencil | Principal | Principal | PEIMS Report | 8/12-5/13 | Increased self-esteem |
| 13. Love & Logic Training <ul style="list-style-type: none"> • Teachers • New staff • Parents | Pre-K – 2 Teachers | Principal, Counselor | ESC XV | 9/12-5/13 | Decrease in discipline referrals |
| 14. Discipline Strategies (Classroom Management), PBS, Love & Logic | Pre-K – 2 Teachers | Principal | | 8/12-5/13 | Fewer Discipline Referrals |
| 15. District Policies | Pre-K – 2 Teachers | Principal | | 8/12-5/13 | Teacher/Faculty Awareness |
| 16. Student Code of Conduct | Pre-K – 2 | Principal | | 8/12-5/13 | Consistent Implementation |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #5: Ease transition from Pre-School to Pre-Kindergarten or Kindergarten

OBJECTIVE #1: Enhance educational opportunities for students between the ages of three and five.

*At-Risk – These students qualify as at-risk based on the state criteria.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|--|-------------------------------------|-------------------------------------|--|-----------|--|
| 1. Invite preschools to special events that are appropriate for their age-accompanied by parent or caregiver. | Principal | Principal | | 8/12-5/13 | Participation in events |
| 2. Partnership with Headstart – resources, staff development, curriculum, mentoring, data meetings, etc. | Early Childhood Staff | Principal, Head Start Administrator | OWL Curriculum, , eCircle, certified teacher to provide instruction for 4 hours per day, Circle subscriptions for BOY, MOY & EOY | 8/12-5/13 | Enrollment, parent involvement, teacher evaluations, assessment data |
| 3. Pre-K – Kindergarten Spring Round up – Pre Registration | PK-K Teachers | Principal | | 5/13 | Pre-Registration Count |
| 4. Inviting students to bring supplies and meet their teacher on a designated day prior to the first day of school. <ul style="list-style-type: none"> • Parent Orientation with handouts of Frequently Asked Questions; sign all forms. • Send postcards home to students in classroom at the beginning of the school year. | PK-K Teachers | Principal | | 8/12 | Number Participating |
| 5. Share curriculum and assessment tools with local preschools and provide support as necessary | PK Teachers | Principal | OWL Curriculum, Circle Assessments | 5/13 | Goals set and vertical alignment. |
| 6. 120 day face to face meeting with parents of children transitioning from ECI to SISD | Special Ed Director, Staff Involved | Special Ed Director | Meeting Time | 8/12-5/13 | Increase Parental Awareness Parent Attendance at meeting |

| | | | | | |
|--|-----------|-----------|--|-----------|---------------------------------------|
| 7. Invite Head start teachers to attend staff development. | Principal | Principal | | 8/12-5/13 | Participation by Head start teachers. |
| 8. Meet the Teacher | All Staff | Principal | | 8/13 | Parent Attendance |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #6: By May 2015, the Sonora Elementary faculty and students will proficiently utilize technology equipment and applications specified by the TEKS for technology.

OBJECTIVE #1: By May 2013, the faculty and students' needs will be assessed, equipment will be purchased, and training will be implemented.

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|---|-------------------------|-----------------------|---|-----------|--|
| Analysis/Assessment 1. Survey Technology Needs of Faculty | Campus Technology Staff | Technology Director | Survey | 11/12 | Determine needs of teachers in order to provide appropriate training, Training Evaluations |
| 2. Analyze TEKS and determine equipment needs | Campus Technology Staff | Technology Director | TEKS | 11/12 | Determine needs in order to provide appropriate instruction for students |
| Equipment 3. Purchase equipment needed to implement the TEKS • Active Boards/Projectors | Campus Technology Staff | Technology Director | Technology funds – 2 classrooms in the Rock | 8/12-5/13 | Student Projects/Products Lesson Plans |
| Instruction 4. Teach TEKS to students during computer classes weekly and follow-up/integrate skills learned into regular classrooms for assignment completion and school wide project to be shared with the public. Utilize various websites to supplement instruction. | Campus Technology Staff | Technology Director | Region XV | 8/12-5/13 | Lesson Plans Student Projects/Products |
| 5. Train faculty to utilize equipment and become proficient with recommended technology applications (spreadsheets, txGradebook, EXCEL, etc.). | Campus Technology Staff | Technology Director | District Staff, Region XV | 8/12-5/13 | Implementation of technology in the classroom. |

SONORA ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

GOAL #7: Sonora Elementary School students will be taught by highly qualified teachers.

OBJECTIVE #1: By May 2013, 100% of elementary teachers will be highly qualified, 100% of paraprofessional assisting with student instruction will be highly qualified, and both teachers and paraprofessionals will receive high quality staff development.

| | | | |
|----------------|---|-----------------------------|--------------------------------------|
| Data 2012-2013 | % Classes taught by Highly Qualified Teachers | % Highly Qualified Teachers | % Highly Qualified Paraprofessionals |
| | 100% | 100% | 100% |

ESEA Goal 3

| Strategies/Activities | Staff Involved | Person(s) Responsible | Resources Needed | Timeline | Evaluation |
|---|------------------------------|-----------------------|--------------------------------|-----------|--|
| 1. Paraprofessionals will attend staff development offered to professional staff. | Paraprofessionals | Principal | | 8/12-5/13 | |
| 2. Paraprofessionals will demonstrate the knowledge of and the ability to assist in instructing reading, writing, and math. | Paraprofessionals | Principal | Region XV, TASP Test | 8/12-5/13 | Classroom performance, teacher input |
| 3. Continuing Education | Teachers - Paraprofessionals | Principal | Distance Learning Lab | 8/12-5/13 | Number of staff attending |
| 4. Sonora ISD will provide incentives to attract and retain highly qualified teachers. | Teachers | Superintendent | School housing, Above base pay | 8/12-5/13 | Teacher applicant pool, qualifications of teachers hired |