Adelfa Botello Callejo Elementary School [247]
Division 4
SKYLINE FP
2015-16 School Action Plan

Needs Related to Student Achievement Data:

Using 2015 STAAR data (English and Spanish COMBINED), fifth grade reading scores were 76% and Science scores were 56%. Fourth grade scores were 64% in reading and 66% in writing. Third grade students scored 56% in Reading.

Based on End of the Year ISIP (English) scores, approximately 45% of our students are Tier III. In first grade, May ISIP report, 72% of students scored in the Tier III range.

Approximately 50% of all students have appropriate grade level math skills, based on cut score data.

Our work will focus on increasing student achievement in Reading and Math by focusing on literacy, to include reading fluency, reading comprehension and developing critical foundation math skills. We will also focus on a school-wide writing and science program. Extended day intervention and enrichment will be provided to support the needs of Tier II and Tier III students.

Continued use of data analysis, to include progress monitoring, to inform instructional practice through the use of common assessments and the tracking of data using a profiling system.

Improve student test scores in Reading, Math, Writing and Science through targeted staff development.

Needs Related to System Evaluation (philosophy, processes, implementation, capacity):

Spot Observation Data and Climate Survey Data indicate a need to increase instructional feedback and provide differentiated staff development sessions that help improve instruction.

Improve the quality of first instruction through staff development, feedback and continued and consistent monitoring.

Provide quality Staff Development to increase teacher knowledge of content areas resulting in increased student achievement.

Goals Developed from Needs Assessment:

Based on our Campus Needs Assessment, Callejo needs to improve writing across the content areas, improve the use of a problem solving model and using multiple representations in math, improve the use of technology, including calculators and Tablets, improve the use of small guided reading groups to address reading gaps while supporting individual students and improve the use of student conferencing so students can self-monitor their learning.