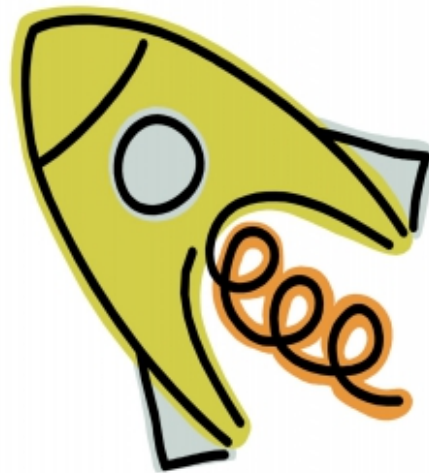


**Weslaco Independent School District**  
**A.N. Rico Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Together, the parents, community leaders and We, the teachers and staff, commit to develop the whole child by addressing individual needs and providing appropriate academic and social support by:

- Ensuring Academic Excellence;
- Enabling Individuals;
- Encouraging Leadership;
- Establishing the Foundation for Social Growth

# Vision

Our Vision is to create a positive learning environment where students are empowered to discover their strength and become positive leaders.

# Value Statement

We will operate together as a learning community by demonstrating:

- Mutual Respect
- Respectful Listening
- Collaboration
- Cooperation

# Comprehensive Needs Assessment

Revised/Approved: September 26, 2018

## Demographics

### Demographics Summary

Our school is named after Antonio Noe "Tony" Rico, the former superintendent of the Weslaco Independent School District who served from 1974 to 1990. A. N. (Tony) Rico Elementary School was opened in the fall of 1994 and celebrated its grand opening in the spring of 1995 with the appearance of Vice-President Al Gore and his Yale college roommate, actor Tommy Lee Jones. Rico serves a large rural area of northeast Weslaco, Texas, where kindergarten through fifth grade students enjoy all the amenities of an excellent education. The Texas Education Agency agrees: Rico Elementary has earned the TEA's "Exemplary" or "Recognized" rating for exceptional performance since state testing began.

A.N. (Tony) Rico Elementary is located 8 miles north of the Mexican Boarder. Currently Rico has a population of 817 students of which 100% are Hispanic and 0% are white. Of those students 85% are Economically Disadvantaged and 77% are At-Risk. Other demographic information includes 39% Limited English Proficient, 7% Special Education, 4% Gifted and Talented and 2% Migrant.

The first principal of the school from the beginning to the end of the 1998 school year was Velda Correa, who was recognized nationally in a January 1997 article in *Reader's Digest* reprinted from the *Houston Chronicle*. In the article Correa stated, "It doesn't matter if you have the richest campus or the poorest, it's what you do with what you've got." That philosophy has been continued by Yolanda Hernandez, Rico's second principal. Under her leadership, Rico maintained its excellent TEA academic ratings while the school nearly doubled its original population. Other honors the school has received include being listed as one of the "Best Schools in Texas" by *Texas Monthly*, and as a leader in Migrant Education by the Texas Migrant Convention. Rico has also been included in an elite group of schools being honored both as a 2005-2006 "Gold Performance School" in Attendance, Mathematics, Writing and Science, and being selected by the Texas Business and Education Coalition as a 2006 Honor Roll School.

A. N. (Tony) Rico Elementary is in its 4th year as a Leader in Me School. As a school wide initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the halls of Rico Elementary. Upon entering our campus, our vision and mission statements are clearly posted. Visitors will also see several bulletin board that exemplify the 7 Habits.

We have a total of 39 classroom teachers, 18 other professional staff and 15 paraprofessional staff. As of September 20, our student enrollment is 817 and our mobility rate is 15.9%.

According to the most recent 2015-2016 TAPR Report, teachers serving the district are 89.6% Hispanic, beginning teachers account for 6.8 years of

experience, 1-5 years teachers account for 13.1%, teachers with 6-10 years experience account for 19.2%, 11-20 years account for 37% of teachers, and teachers with over 20 years experience account for 24%. The average years of overall experience is 14.4 years, while the average years of experience within the district is 12.4 years. The teacher turnover rate is 7% compared to 16.5% for the state. Rico Elementary has a total of 40 veteran teachers with over 10 years or more of classroom experience.

## **Demographics Strengths**

- Distinction Designation Earned in Science for the 2015-2016, 2016-2017& 2017-2018 school years.
- Attendance rate for the 2017-2018 school year was 97.1%, meeting the state goal of 97%
- Federal Target Performance Status was at 91% for the 2016-2017 school year.
- A. N. (Tony) Rico Elementary has many supportive parents that value the importance of education.
- A. N. (Tony) Rico Elementary and continuously supports students achievements, community endeavors, and fundraisers.
- A. N. (Tony) Rico Elementary School promotes numerous student clubs and organizations.
- Students are encouraged to participate in extracurricular activities such as Cheerleading, Dance Team, Robotics, Enrichment Clubs, and Academic UIL.
- 40 of our teachers have 10 or more years of classroom experience
- 27 of classroom teachers are Bilingual certified
- Distinction Designation Earned in Science for the 2016-2018 school year.
- Distinction Designation Earned in Postsecondary Readiness for the 2017-2018 school year.
- Attendance rate for the 2017-2018 school year was 97.1%, meeting the state goal of 97%
- Federal Target Performance Status was at 91% for the 2016-2017 school year.

## Student Academic Achievement

### Student Academic Achievement Strengths

1. Teacher Motivation and Dedication
2. Intense Tutoring
3. Integration of Technology (Blended Learning)
4. Extended Day
5. Support Staff and Administration Support
6. Overall good students who are willing and determined.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** ELL population -Home supports for English Language Learners **Root Cause:** Parents need training on how to help English Language Learners at home

**Problem Statement 2:** Special Education teachers need to collaborate with Regular Education teachers to discuss student needs and plan lessons for students. **Root Cause:** Lack of collaboration with Special Ed. Teachers and General Ed. Teachers

**Problem Statement 3:** Teachers lack specialized training on how to teach and work with special need students. **Root Cause:** Teacher need additional training on how to teach special need students.

## Perceptions

### Perceptions Summary

A.N. "Tony" Rico Elementary's school culture and climate, along with family and community engagement, is overall a positive and supportive school with the capacity for growth. Our Leader in Me program allowed for various family and community involvement throughout the year. Our students had many activities to celebrate positive leadership, citizenship, academics and behavior. Our students were enthusiastic and eager to attend every day and learn. Student discipline continues to be an area of need will need students to live the Seven Habits on a daily basis. We also need to continue to communicate with parents about student concerns with discipline, academics and leadership.

### Perceptions Strengths

1. Our campus provided various ways of communication; Newsletter, notes home, Face-book School page, and School Website. These allowed for parents and students to have frequent updates on school news, testing and events.
2. Our campus makes all available forms of communication in English and Spanish to reach our primary demographics of students and parents.
3. Parents and community involvement is evident throughout the year. We have provided events such as the Leader in Me Family Picnic, Literacy Night, Veteran's Day and our campus involvement in district and city functions as well.
4. Our student climate survey has shown that students feel positive about their school, classrooms and teachers. They enjoy the Rico atmosphere and feel as they belong to the school.
5. Incentives for attendance, academic and leadership.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Proactive Discipline - Continue Implementing the Leade In Me Habits **Root Cause:** Continue Implementing the W.I.S. D. Student Code of Conduct

**Problem Statement 2:** Community partnerships within the campus itself. We feel the campus and students can benefit from seeing and hearing opportunities from our community. Small businesses, colleges and universities, and museums would be ideal to bring into our campus for both parents and students to learn from. **Root Cause:** Community Partners to bring into the school for special events, career fairs and cultural learning.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**



- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 11, 2018







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.**

**Performance Objective 1:** By Spring 2019, all Rico students in Kindergarten through 5th Grade will achieve 85% Mastery on Social Studies TEKS Objectives.

**Evaluation Data Source(s) 1:** District Assessments  
Classroom Assessments

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Effective Reading Strategies in Social Studies Integrate the application of technology to promote a blended learning environment in social studies classroom</p>	<p>Campus Administrators Classroom Teachers</p>	<p>Improved performance for all populations.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips): *Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society</p>	<p>Campus Administrators Classroom Teachers</p>	<p>Improved learning opportunities.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Analyze CBA's and Benchmark results using Color Bands to modify classroom instruction to meet students' needs.</p>	<p>Campus Administration Classroom Teachers</p>	<p>Benchmarks Six Weeks Assessments CBA's</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>4) Purchase manipulative's, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.</p>	<p>Campus Administration Classroom Teachers Library Staff</p>	<p>Improved learning opportunities.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide additional staff development to enhance instruction.</p>	<p>Campus Administration Social Studies Strategist Consultants</p>	<p>Improved learning opportunities.</p>				
		<p>Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, Title 1, Part A - 0.00, Title I, Part C - 0.00</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.


**Performance Objective 2:** By Spring 2019, 80% of Rico students will "Approach Grade Level" Performance on the STAAR Science Assessment. A minimum of 30% of students will "Master Grade Level" Performance on the STAAR Science Assessment.

**Evaluation Data Source(s) 2:** STAAR Results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Meet with campus staff to review student data, progress monitoring, and effective instructional practices with an emphasis on Science.</p>	Campus Administration Teachers	Improved performance for all population on benchmarks and STAAR.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide resources, support and additional staff development in Science opportunities for grades K-5 to improve student performance. Provide Staff Development, Training's, Conferences for teachers, paraprofessionals and support staff in the area of Science, such as: PLC- Science Strategies RGVSA- Science Conference FOSS Textbook Develop/ Review Scope and Sequence with Science Strategist</p>	Campus Administration Classroom Teachers Consultants Secretary	Improved performance for all population on benchmarks and STAAR				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Purchase manipulative 's, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.</p>	Campus Administration Classroom Teachers Library Staff	Improved performance for all population on benchmarks and STAAR				
		Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, State Special Education - 0.00, Title 1, Part A - 0.00				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Provide instructional resources and training in order to support science academic vocabulary and higher level questioning for grades K-5 with a focus on English Language Learners.</p>	Campus Administration Classroom Teachers	Improved performance for all population on benchmarks and STAAR.				
		Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>5) Analyze CBA &amp; Benchmark results using Color Bands to modify classroom instruction to meet student needs.</p>	<p>Campus Administration Classroom Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>6) Disseminate information to teachers through Science Networking meetings and Science PLC's.</p>	<p>Campus Administration Science Strategist Classroom Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: General Fund - 0.00, State Comp Ed (SCE) - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Continue implementation of a Campus Science Fair for Kindergarten through 5th Grade to allow all students to create a Science Fair Project and prepare for the District Science Fair.</p>	<p>Campus Administration Classroom Teachers Science Strategist</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00</p>						
<p>8) Participate in the District Science Fair.</p>	<p>Campus Administration Science Strategist Classroom Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: Title 1, Part A - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Elementary Migrant Students will attend a Science camp of which the primary focus revolves around the Digital Starlab (Portable Planetarium)</p> <p>Additional lessons within the portable planetarium include; seasons, astrology, constellations, weather geography, and other Earth and Space TEKS.</p>	<p>Migrant Technology Strategies</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: Title I, Part C - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Utilize Think Central, Brain Pop, Stemscope, myON, FOSS and Istation as additional technology resources for classroom teachers.</p>	<p>Campus Administration Campus Technology Coordinator Classroom Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, Title 1, Part A - 0.00</p>						
<p>11) Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives.</p>	<p>Campus Administration Classroom Teachers</p>					
<p>Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00</p>						
<p>12) Purchase and implement Reading materials through Science as: *Carolina Biological Inquiry Books * Measuring Science * Ford-Ferrier Science</p>	<p>Campus Administration Classroom Teachers Library Staff Secretary</p>	<p>Improved performance for all population on benchmarks and STAAR</p>				
<p>Funding Sources: Title 1, Part A - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, State Comp Ed (SCE) - 0.00</p>						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 3:** By Spring 2019, 80% of Rico students will "Approach Grade Level" Performance on The STAAR Math Assessment. A minimum of 30% of students will "Master Grade Level" Performance on the STAAR Math Assessment.

**Evaluation Data Source(s) 3: STAAR Results**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the use of Sharon Wells Math Progress with 2nd-5th grade students.	Math Strategist Campus Administration Classroom Teachers Consultants	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
Funding Sources: Title 1, Part A - 0.00						
2) Attend PLC meetings that support math frameworks so that teachers will have all updates of curriculum and be able to implements strategies and activities successfully.	Campus Administration Classroom Teachers Math Strategist	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
3) Utilize research-based practices in all content areas to improve student performance such as: building academic vocabulary, utilization of graphic organizers, planning & teaching of critical and creative thinking and engaging students in the learning through hands-on activities.	Campus Administration Classroom Teachers	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1	Campus Administration Campus Technology Coordinator Classroom Teachers	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
4) Utilize the following technology resources to access district curriculum components: Think Through Math, Pearson, myOn, Brain Pop, Reflex Math, Education Galaxy, Compass, TEKS Resource System, Blendspace and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.	Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, Title 1, Part A - 0.00					

5) Analyze CBA & Benchmark results using Color Bands to modify classroom instruction to meet students' needs.	Campus Administration Classroom Teachers Data Entry	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
6) Provide professional development training opportunities for teachers and campus administration to enhance student learning.	Campus Administration Classroom Teachers Consultants	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
Funding Sources: State High School Allotment - 0.00						
7) Adhere to district's curriculum/scope and sequence to maintain alignment to state standards and assessments in order to meet federal and state mandates.	Campus Administration Classroom Teachers Math Strategist	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
8) Small group and individualized instruction will be provided to using alternative method of instruction. (Activities and Foldables)	Campus Administration Classroom Teachers	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
<b>Critical Success Factors</b> CSF 1	Campus Administration Grade Level Chairs Classroom Teachers' Library Staff	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
9) Purchase manipulative 's, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment						
<b>Critical Success Factors</b> CSF 1 CSF 7	Campus Administration Classroom Teachers	Benchmark Scores Six Week CBA Six Weeks Progress Report Math STAAR Results				
10) Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives						
Funding Sources: General Fund - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 4:** By Spring 2019, 90% of Rico students will "Approach Grade Level" Performance on the STAAR Reading. A minimum of 60% of students will demonstrate a "Meets Grade Level" Performance on STAAR Reading. A minimum of 30% of students will demonstrate a "Masters Grade Level" Performance on the STAAR Reading in grades 3rd-5th.


By Spring 2019, 65% of Rico students will "Approach Grade Level" Performance on the STAAR Writing STAAR Assessments. A minimum of 20 of students will demonstrate a "Masters Grade Level" Performance on the STAAR Writing STAAR Assessment.

**Evaluation Data Source(s) 4:** STAAR Results. Progress monitoring will take place with District CBA's, District Benchmarks, Campus Baseline Assessments and Weekly teacher made tests.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize research-based practices in all content areas to improve Pre-k -5th grade student performance such as: building academic vocabulary, utilization of graphic organizers, planning & teaching of critical and creative thinking and engaging students in the learning through hands-on activities.	Campus Administration Classroom Teachers ELAR Strategist	Benchmarks Curriculum Based Assessments Six Weeks Report Card Walk Through's Lesson Plans				
Funding Sources: State Comp Ed (SCE) - 0.00, Title 1, Part A - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Adhere to district's curriculum/ scope /pacing guide and sequence to maintain alignment to state standards and assessments in order to meet federal and state mandates. Participate in the Weslaco ISD English Language Arts and Reading Training's and Initiatives:            * Reading Academies            * Fountas and Pinnell Guided            * Reading and Benchmark            Assessment            * Istation            * Training and others as needed. federal and state mandates.</p>	Central Office Administration ELAR Strategist Campus Administration Classroom Teachers Consultants	TEKS Resource System Forethought/Lesson Plans Benchmarks Six Weeks Assessments EOY of Results STAAR Results TELPAS Results				

<b>Critical Success Factors</b> CSF 1  3) Purchase additional reading books and e-books, Learning A-Z, SIPPS Phonics System, Education Galaxy, Accelerated Reader to enhance students fluency, vocabulary and comprehension.	Campus Administration Library Staff	Benchmarks Six Weeks CBA Report Cards				
	Funding Sources: State Special Education - 0.00, State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, Title 1, Part A - 0.00					
4) Utilize the Comprehension Toolkit, Making Meaning, and Questioning the Author to enhance student comprehension. Implement Depth of Knowledge Levels utilizing higher order questioning techniques.	Campus Administration Classroom Teachers	Benchmarks Six Weeks Assessments Six Week Report Cards				
	Funding Sources: Title 1, Part A - 0.00					
5) Support professional learning by District trainers, Highly recommended consultants, and Region One, in preparation for STAAR reading and writing assessments. Teachers will be trained on research-based strategies.	Campus Administration Classroom Teachers ELAR Strategist	Sign-in sheets, agendas Daily Walkthroughs Lesson Plans				
	Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00					
6) Focus on Differentiated Instruction and Blendspace Learning.	Campus Administration Classroom Teachers	Benchmarks Six Weeks Assessments Six Weeks Report Cards				
<b>Critical Success Factors</b> CSF 1  7) Implement the Weslaco ISD Student Success Focus to ensure appropriate instruction is occurring in the every Reading classroom.	Central Office Administration Campus Administration Classroom Teachers	Benchmarks Six Weeks Report Cards Student Grades				
	Funding Sources: State High School Allotment - 0.00					
8) Implement the Fountas and Pinnell Benchmark System to identify student reading levels.	Reading Strategist Campus Administration Reading Teachers	F&P Benchmarks				
	Funding Sources: Title 1, Part A - 0.00					
9) Provide tutorial/small group instruction throughout the day for students reading below level or failing Benchmarks.	Campus Administration Classroom Teachers	Benchmarks Six Weeks Report Cards Student Grades				
10) Utilize Brain Pop, myON Reader, Epic, Istation, and additional technology resources for classroom teachers.	Campus Administration Campus Technology Coordinator Classroom Teachers	Benchmarks Six Weeks Report Cards Student Grades				
	Funding Sources: State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, Title 1, Part A - 0.00					
11) Continue to participate in the SIPPS Program and continue to follow up with meetings and classroom demonstrations.	Campus Administration ELAR Strategist Classroom Teachers	Eduphoria/Strive Teacher Reports				

12) Provide opportunities for a literacy focus through a balanced literacy framework, which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar and Spelling.	Campus Administrators	District Benchmarks				
	Classroom Teachers	Curriculum Based Assessments STAAR Assessment				
Funding Sources: State Comp Ed (SCE) - 0.00						
13) Provide literature, instructional materials, and other resources as needed to facilitate teacher implementation of research-based reading and writing strategies and instruction.	Campus Administration	STAAR Results Benchmarks Curriculum Based Assessments				
	Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00					
14) Meet with teachers to provide support, review data, monitor progress and check attendance of students in critical ELAR areas of need.	Campus Administration	STAAR Results Benchmarks Curriculum Based Assessments				
	Classroom Teachers					
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00						
<b>Critical Success Factors</b> CSF 1 15) Implement an organizational framework for teaching writing and facilitate opportunities for staff development and participate in Weslaco ISD Language Arts Trainings and Initiatives *Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing Connections through the Write Time for Kids * Curriculum ELAR planning sessions with teachers on ELAR *Curriculum Mapping and Pacing Guides to reflect TEKS and writing curriculum and academic vocabulary *TEKS Resource System *Abydos Three -Week Institute *Abydos Re-certification for Trainers *Others as needed	ELAR Strategist	Benchmarks				
	Campus Administration Consultants Classroom Teachers	Curriculum Based Assessments STAAR Results TELPAS Results EOY Results				
Funding Sources: Title 1, Part A - 0.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 16) Analyze CBA & Benchmark results using Color Bands to modify classroom instruction to meet students' needs.	Campus Administration	Benchmarks				
	Classroom Teachers Data Entry	Six Weeks CBA Six Report Cards Six Weeks Progress Report Reading & Writing STAAR Results				
						







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 5:** A.N. (Tony) Rico will provide students with many opportunities to become aware of college and career opportunities.

**Evaluation Data Source(s) 5:** Teacher and Student Surveys  
Parent Surveys

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Continue following career and college awareness Activities: -Career Day -University Visits For 4th &amp; 5th Grade -University T-ÅShirt Day Every Thursday</p>	<p>Counselors Classroom Teachers Instructional Assistants</p>	<p>All students will be motivated to successfully complete high school and aggressively pursue a college degree.</p>				
<p>Funding Sources: General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>2) Continue to provide monthly lessons on college/ career awareness in the classrooms: -Display University Pennants/ Banners - A.G.B.T.S. Scholarship Fund</p>	<p>Counselors Classroom Teachers</p>	<p>All students will be motivated to successfully complete high school and aggressively pursue a college degree.</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue the following Drug Prevention Activities to work towards and ensure a drug free and safe environment: -Red Ribbon Activities (and Speakers) -"Just Say No Week" and Speakers -D.A.V.E Lessons</p>	<p>Counselors Classroom Teachers</p>	<p>All students will be motivated to successfully complete high school and aggressively pursue a college degree.</p>				
<p>Funding Sources: General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>4) Counseling Services and Guidance Lessons for Kinder through 5th Grade Students.  - Classroom presentations - Leader In Me Lessons - Career and College Awareness Activities</p>	<p>Campus Administration Counselors Classroom Teachers</p>	<p>All students will be motivated to successfully complete high school and aggressively pursue a college degree.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>5) At A.N. Rico Elementary we will increase College and Career Readiness by at least 5% by integrating reading, writing, and academic vocabulary across all curriculum areas.</p>	<p>Campus Administration Counselors Classroom Teachers</p>	<p>All students will be motivated to successfully complete high school and aggressively pursue a college degree.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 6:** By the end of the 2018-2019 school year, the percentage of ELL students who score at the approaches level on STAAR: Reading in 3rd grade will be at 75%, 4th grade will be 75% and 5th grade at 85%. STAAR Math Approaches Grade Level Scores will be at 3rd grade 84%, 4th grade at 70% and 5th grade at 90%. STAAR Writing Approaches Grade Level Scores will be for 4th grade at 70%. STAAR Science Approaches Grade Level will be at 67%.

**Evaluation Data Source(s) 6:** STAAR Results and will comply with all accountability results.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) A.N. Rico Elementary will provide staff development on the state mandated English Language Proficiency Standards(ELPS), Sheltered Instruction, Academic Vocabulary, Technology Integration and resources to teachers who work with English Language Learners.</p>	<p>Campus Administration Classroom Teachers Bilingual Chairperson</p>	<p>Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite.</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00, Title 1, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Monitor the implementation of ELPS, Sheltered Instruction and Academic Vocabulary in all content area classes.</p>	<p>Campus Administration Bilingual Chair</p>	<p>Establish strong academic vocabulary foundation for ELL success.</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00, Title III - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.</p>	<p>Campus Administration Classroom Teacher Counselors</p>	<p>Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite.</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Assess all students the first two weeks of school with Istation to find all student's independent instructional and frustration levels of reading</p>	<p>Campus Administration Classroom Teachers Counselors</p>	<p>Increase the independent reading levels of all students.</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00</p>						

<b>Critical Success Factors</b> CSF 1  5) Implement SIOP model strategies to help LEP students - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques	Campus Administration	Establish strong academic vocabulary foundation for ELL success.				
	Counselors		Funding Sources: State Bilingual/ESL - 0.00			
<b>Critical Success Factors</b> CSF 1  6) Continue implementing leveled readers in the classroom	Campus Administration	Establish strong academic vocabulary foundation for ELL success.				
	Classroom Teachers Counselors		Funding Sources: State Bilingual/ESL - 0.00			

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 7:** By May 2019, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. By Spring 2019, the number of Sp. Ed. and 504 students who score at the Approaches level on the STAAR assessments Reading, Math, and Writing will increase by 10%.







**Evaluation Data Source(s) 7:** Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum based measures (easyCBM), progress reports, report cards, STAAR Results.  
System result

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Implement the Barton System &amp; Herman Method intervention program with fidelity</p>	<p>Campus Administrators Dyslexia Teacher Classroom Teacher</p>	<p>Reading and Writing Benchmarks and CBA's Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports Reading and Writing STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) Implement staff development to assist in the training of instructional strategies, in reading and writing.</p>	<p>Campus Administrators Dyslexia Teacher Classroom Teacher</p>	<p>Benchmark and CBA Scores Six Week's Progress Report Reading and Writing STAAR</p>				
<p>Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Implement accommodations for eligible students to assist students in reading and writing.</p>	<p>Campus Administration Dyslexia Teacher Classroom Teachers</p>	<p>Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.</p>				
<p>Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Support the implementation of systems that include alignment, instruction, and assessment that will instruct in Differentiating for our students individual needs through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning SLO- Student Learning Objective Blended Learning</p>	<p>Campus Administration Dyslexia Teacher Classroom Teachers</p>	<p>Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.</p>				
<p>Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00</p>						



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading Shared Reading Readers Theater Friday Poem Anthology SIPPS Journeys Adopted Textbooks Scholastic Book Room</p>	<p>Campus Administration Dyslexia Teacher Classroom Teachers</p>	<p>Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Offer inclusion support and supplement aids to scaffold grade level instruction in the subject areas with the RTI Process Language Arts Science Math Social Studies</p>		<p>Campus Administration Special Education Teacher Classroom Teachers</p>	<p>Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>7) Special Education Administration will meet with content area staff and campus administration in order to plan for meeting the instructional needs of students with disabilities.</p>		<p>Special Ed. Administration Content Area Staff</p>	<p>Review of Eduphoria/Strive System</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide training to staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, etc.</p>		<p>Special Ed. Administration Campus Administration Classroom Teachers C&amp;I Personnel Contracted Personnel</p>	<p>Surveys of Training</p>				
<p>9) Allow students to have access to curriculum through the use of assistive technology to include computers, laptops, braille, augmentative communication devices, adapted equipment, applications etc.</p>		<p>Special Ed. Administration Campus Administration Classroom Teachers C&amp;I Personnel Contracted Personnel</p>	<p>Improved performance for all population on benchmarks and STAAR.</p>				
		<p>Funding Sources: State Special Education - 0.00</p>					







<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Implement instructional strategies to assist in all core subjects and lifelong skills concepts. Dyslexia Program- Dyslexia Teacher Resource/ Inclusion Program Speech Specialist Mild/Severe Units</p>	<p>Campus Administration Classroom Teacher Campus Diagnostician Special Ed. Teachers Dyslexia Teacher</p>	<p>Improved performance for all population on benchmarks and STAAR.</p>				
<p>Funding Sources: State Special Education - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant. Planning for Individual Needs Scheduling Individual Instruction 504 Committee Meeting ARD Meeting RTI Process</p>	<p>Campus Administration Classroom Teacher Campus Diagnostician Special Ed. Teachers</p>	<p>Improved performance for all population on benchmarks and STAAR.</p>				
<p>Funding Sources: State Special Education - 0.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 8:** By Spring 2019, 75% of students identified as Gifted and Talented will score at a Mastery Grade Level of the Spring 2018 STAAR Assessment in the areas of reading, writing, math and science.

**Evaluation Data Source(s) 8:** STAAR Scores

**Summative Evaluation 8:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Disaggregate data regarding the number of GT identified students receiving a Master Grade Level on STAAR.</p>	<p>Campus Administration QUEST Teacher Classroom Teacher</p>	<p>STAAR Results</p>				
<p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Monitor to ensure that 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.</p>	<p>Campus Administrators QUEST Teacher</p>	<p>All GT students will be serviced by teachers that are in compliance with the Texas State Plan.</p>				
<p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide advanced lessons and activities that extend beyond the TEKS/STAAR Framework for identified students through a "pull-out" program.</p>	<p>Campus Administration Quest Teacher</p>	<p>All GT students will be serviced by teachers that are in compliance with the Texas State Plan.</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 9:** By Spring 2019, 10% Migrant Students will Master Grade Level on Reading and Math STAAR.

**Evaluation Data Source(s) 9:** STAAR Results

**Summative Evaluation 9:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Migrant students will use Imagine Learning, Reflex Math, Achieve and Mechanics Learning Programs during Migrant lab time to improve their reading and math skills</p>	<p>Campus Administration Classroom Teachers Title I Migrant Staff</p>	<p>Curriculum Based Assessments Benchmarks STAAR Results</p>				
Funding Sources: Title I, Part C - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Migrant paraprofessional staff will desegregate STAAR DATA to focus on and tutor students in areas of need in grades PreK - 5th grades.</p>	<p>Campus Administration Classroom Teachers Migrant District Team</p>	<p>STAAR Results Benchmarks Curriculum Based Assessments</p>				
Funding Sources: Title I, Part C - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide Tutoring in Core Content Areas, STARR Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers.</p>	<p>Campus Administration Classroom Teachers Migrant Paraprofessional</p>	<p>STAAR Results Benchmarks CBA's</p>				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 10:** The Fine Arts increase student participation.

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide Staff Development for the Fine Arts and support staff in the area of appreciating fine arts in Music and Art.</p>	Fine Arts District Coordinator Campus Administration	Increase student participation and appreciate the Fine Arts.				
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5</p> <p>2) Student Art work/projects will be showcased at the district/campus level and community.</p>	Campus Administration Art Teacher Fine Arts District Coordinator	Increase student participation and appreciate the Fine Arts.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Student Music Performance will be recognized at the district/campus level and community.</p>	Campus Administration Music Teacher Fine Arts District Coordinator	Increase student participation and appreciate the Fine Arts.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students will be given the opportunity to participate in UIL and showcase their knowledge in Art Smart and Music Memory.</p>	Campus Administration Classroom Teachers UIL Campus Coordinator	Students to feel successful at the Campus and District Level Competitions through their individual and group performance.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						







**Goal 1: STUDENT SUCCESS/LITERACY FOCUS:** High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

**Performance Objective 11:** By Spring 2019, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system and create a robust infrastructure to support student and staff learning in the classrooms, labs, and library to maximize the learning of all students and staff.

**Evaluation Data Source(s) 11:** STAAR Results  
Surveys

**Summative Evaluation 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) The Librarian will work with teachers to encourage Reading through: *Accelerated Reading- AR *Leader In Me *Author Visits *National Reading Event</p>	<p>Campus Librarian Campus Administration Classroom Teachers CTC</p>	<p>STAAR Scores AR Points MyON Reading Minutes Read and Books Read</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) The Librarian will promote and purchase Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library EPIC MYON AR and Goals Other On-Line Book Resources</p>	<p>Campus Librarian Campus Administration Classroom Teachers CTC</p>	<p>STAAR Scores AR Points MyON Reading Minutes Read and Books Read</p>				
	Funding Sources: Title 1, Part A - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, State Comp Ed (SCE) - 0.00					
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) The Librarian will purchase incentives for students to encourage good attendance, promote "7 Habits of Highly Effective Kids, Improve Participation in STAAR for Higher scores.</p>	<p>Campus Librarian Campus Administration</p>	<p>STAAR Results The Leader In Me Survey</p>				
	Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00					

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Promote Reading with the use of events, such as: Book Fair- Scholastic National Reading Event- Dr. Seuss and Author Visits Literacy Night</p>	<p>Campus Librarian Campus Administration Classroom Teacher</p>	<p>STAAR Scores AR Points MyON Reading Minutes Read and Books Read</p>				
<p>Funding Sources: General Fund - 0.00, State Comp Ed (SCE) - 0.00, State Bilingual/ESL - 0.00, State Special Education - 0.00, State High School Allotment - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR counts students for their achievements in reading through: *Certificates *Assemblies *Incentives</p>	<p>Campus Librarian Campus Administration Classroom Teachers</p>	<p>STAAR Scores AR Points MyON Reading Minutes Read and Books Read</p>				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 2: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, and Inviting Environments District-Wide that Promote High Performance.**







**Performance Objective 1:** A.N. Tony Rico Elementary School students and staff will incorporate technology in their classrooms, presentations and activities.

**Evaluation Data Source(s) 1:** The campus will receive an Advanced level 4 in all 4 areas of the STAR Chart.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) A. N. Tony Rico Staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.</p>	Administration CTC	Sign-In Sheets T-TESS Domains increased from previous year.				
Funding Sources: Title 1, Part A - 0.00, State Comp Ed (SCE) - 0.00						
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Students in Pre-Kinder through fifth grade will use technology to develop reading and math skills. Technology will include, Chromebooks, televisions, IPADS, computers-desktops and laptops, document cameras, printers, ink, media carts, speakers, scanners and mounted projectors.</p>	Administration Teacher CTC	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, projectors, toner for printers, Chromebooks.</p>	Administration CTC Teacher	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
<p>4) The campus will continue with the Leader in Me training and Anti-bully campaign. Students will be provided lessons and teachers will continue to attend staff development in these areas.</p>	Administration Teachers	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				



<p>5) The staff will implement our Rico Angels mentoring program to create a positive connection with students. Staff members will meet with students once a month and mentor the student.</p>	<p>Administration Teachers Counselors</p>	<p>Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards</p>				
<p>6) Teachers and CTC will complete lesson in order to ensure students are well informed and understand what Common Sense Media is.</p>	<p>Principal CTC Teachers CIF</p>	<p>Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

### Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS:Exceptional Community Service, Open Communication, and Positive Collaboration for Student Success.

**Performance Objective 1:** Strengthen and increase our parental involvement and community engagement in schools by 10%.

**Evaluation Data Source(s) 1:** Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, Parent Evaluations,Parent Advisory Council, End of the Year Federal e-grant Application.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Face-book and Twitter).</p>	<p>Campus Principal &amp; Administration Grade Level Chairperson's Campus Technology Coordinator Librarian Community Liaison Campus Counselor ACE Coordinators</p>	<p>When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.</p>				
<p>2) Provide district aligned parent trainings and resources on topics such as effective reading strategies, PASOS, Texas A &amp; M Colonias Helping Heart Resilience Program, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College &amp; Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.</p>	<p>Campus Principal &amp; Administration Community Liaison Campus Counselor ACE Coordinators</p>	<p>When parents are aware and educated of the expectations required of their child(ren) the implementation will transition from school to home. For example, 7 Habits and PASOS.</p>				
<p>3) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.</p>	<p>Parental Involvement Office Staff Campus Principal &amp; Administration Community Liaison</p>	<p>When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony.</p>				
<p>4) Ensure Title I Parental Program Meetings, Orientations for the Campus Administrators, Teachers, Staff and Parent Volunteers; on how parents can promote 21st Century Learning; success in school and home, to become college-career ready citizens.</p>	<p>Campus Principal Administrators Community Liaison</p>	<p>When parents participate in meetings they will be provided with information on district and campus goals, expectations that promote 21st Century Learning and how to help their child be successful in school and at home.</p>				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue







**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS:**Exceptional Community Service, Open Communication, and Positive Collaboration for Student Success.

**Performance Objective 2:** Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

**Evaluation Data Source(s) 2:** Annual Health Fair, Sign-In's, Agendas, Parent Evaluations, Volunteer In place logs, principals reports and feedback from staff.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.	Administrators Campus Principal & Administration Community Liaison Campus Counselor	When parents are aware of community resources and information they are able to seek assistance when needed.				
2) Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college readiness.	Campus Principal & Administration Community Liaison Campus Counselor	When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their postsecondary education.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> 3) Plan different activities to increase parent- community involvement.	Administrators Campus Principal & Community Aide Staff	Build a stronger communication system with parents and community members.				
Problem Statements: Perceptions 2						
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> 4) Award Ceremonies will be held at the end of each six weeks period to honor those students that achieved A, AB, Principal Award, Leader in Me Award, AR Award, Perfect Attendance Award. All students will be given an opportunity to participate.	Teacher Principal CIF Secretary Media Aide Attendance Clerk Counselor	To recognize students for their achievements.				

<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks.</p>	<p>Teacher Principal CIF Secretary Media Aide Attendance Clerk</p>	<p>Increase school attendance.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Teachers in grades K- 5th will promote reading throughout the year using Accelerated Reader. Students will be recognized for meeting their goal and the top student from each grade level will receive an incentive for the number of words read.</p>	<p>Teacher Principal CIF Secretary Media Aide Librarian</p>	<p>Increase student reading levels</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Community partnerships within the campus itself. We feel the campus and students can benefit from seeing and hearing opportunities from our community. Small businesses, colleges and universities, and museums would be ideal to bring into our campus for both parents and students to learn from. <b>Root Cause 2:</b> Community Partners to bring into the school for special events, career fairs and cultural learning.</p>







**Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High- Quality,Research- Based Training Development and Support for all Employees.**

**Performance Objective 1:** WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of Special Education, Bilingual and Career and Technical education programs.

**Evaluation Data Source(s) 1:** District TAPR report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	Principal Bilingual Chairs	An increase in bilingual certified teachers.				
<b>Critical Success Factors</b> CSF 6	Principal Administrators	Retain teachers.				
2) Teacher recognition for meeting WIG Goals.						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7	Administration Teachers District Content Strategists	Improve student performance.				
3) Teachers in grades K-5th grade will attend PLC meetings that support language arts, math, science and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.						
<b>Critical Success Factors</b> CSF 1 CSF 7	Administration Teachers CIF	Integration of technology				
4) Teachers in grades K- 5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.						


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT:** High- Quality, Research- Based Training Development and Support for all Employees.

**Performance Objective 2:** All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

**Evaluation Data Source(s) 2:** Eduphoria and sign in sheets

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide mentors and induction training for new teachers.	Principal & CIF's	Mentor assignments and mentor feedback.				
<b>Critical Success Factors</b> CSF 1 CSF 7 2) Survey teachers on needed staff development to meet their individual needs.	Principal Teachers CIF	Increase teacher communication on addressing their needs.				
3) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	Principal Bilingual Chairs	An increase in bilingual certified teachers.				
						

**Goal 5: FINANCIAL STRENGTH: Strategic Planning, Management, Accountability, and Transparent Financial Stewardship to Optimize Federal, State, and Local Funding.**



# State Compensatory

## Budget for A.N. Rico Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.27.113.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,079.00
164.13.6119.00.113.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,798.00
164.11.6129.27.113.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6129.80.113.8.30	6129 Salaries or Wages for Support Personnel	\$48,057.00
164.12.6129.00.113.8.30	6129 Salaries or Wages for Support Personnel	\$31,826.00
164.23.6129.00.113.8.30	6129 Salaries or Wages for Support Personnel	\$26,620.00
164.11.6141.00.113.8.30	6141 Social Security/Medicare	\$309.00
164.11.6141.27.113.8.30	6141 Social Security/Medicare	\$900.00
164.11.6141.80.113.8.30	6141 Social Security/Medicare	\$697.00
164.12.6141.00.113.8.30	6141 Social Security/Medicare	\$461.00
164.13.6141.00.113.8.30	6141 Social Security/Medicare	\$1,128.00
164.23.6141.00.113.8.30	6141 Social Security/Medicare	\$386.00
164.11.6142.00.113.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.113.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.80.113.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.12.6142.00.113.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.113.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.113.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.27.113.8.30	6143 Workers' Compensation	\$187.00
164.11.6143.80.113.8.30	6143 Workers' Compensation	\$144.00
164.12.6143.00.113.8.30	6143 Workers' Compensation	\$95.00

164.13.6143.00.113.8.30	6143 Workers' Compensation	\$233.00
164.23.6143.00.113.8.30	6143 Workers' Compensation	\$80.00
164.11.6143.00.113.8.30	6143 Workers' Compensation	\$64.00
164.11.6145.00.113.8.30	6145 Unemployment Compensation	\$20.00
164.11.6145.27.113.8.30	6145 Unemployment Compensation	\$56.00
164.11.6145.80.113.8.30	6145 Unemployment Compensation	\$44.00
164.12.6145.00.113.8.30	6145 Unemployment Compensation	\$29.00
164.13.6145.00.113.8.30	6145 Unemployment Compensation	\$70.00
164.23.6145.00.113.8.30	6145 Unemployment Compensation	\$24.00
164.11.6146.00.113.8.30	6146 Teacher Retirement/TRS Care	\$822.00
164.11.6146.27.113.8.30	6146 Teacher Retirement/TRS Care	\$2,135.00
164.11.6146.80.113.8.30	6146 Teacher Retirement/TRS Care	\$1,081.00
164.12.6146.00.113.8.30	6146 Teacher Retirement/TRS Care	\$716.00
164.13.6146.00.113.8.30	6146 Teacher Retirement/TRS Care	\$1,750.00
164.23.6146.00.113.8.30	6146 Teacher Retirement/TRS Care	\$599.00
<b>6100 Subtotal:</b>		<b>\$328,126.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.113.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
<b>6300 Supplies and Services</b>		
164.11.6399.00.113.8.30	6399 General Supplies	\$18,750.00
<b>6300 Subtotal:</b>		<b>\$18,750.00</b>

**Personnel for A.N. Rico Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Marin	At Risk Attendance Clerk	Rico Elementary School	1
Beth Garza	Instructional Aide	Rico Elementary School	1
Elias Garza	Campus Technology Coordinator	Rico Elementary School	1
Jose Molina	Technology Aide	Rico Elementary School	1
Maria Moreno	Campus Instructional Facilitator	Rico Elementary School	1
Maria Muniz	Special Ed Instructional Aide	Rico Elementary School	1
Norma Garcia	Library Aide	Rico Elementary School	1
Rosalinda Martinez	Special Ed Instructional Aide	Rico Elementary School	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**