

Weslaco Independent School District
Mario Ybarra Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science



Mission Statement

At P.F.C. Mario Ybarra Elementary School, we believe every child is unique and important. Everyone on campus is recognized for their achievements and praised for their individual efforts. We believe that education is a unified effort among students, parents, faculty, administrators, and staff, so that all children can learn. Our focus is to develop leaders, one child at a time.

Vision

PFC Mario Ybarra Elementary staff believes that an educational program rich in literature is a means to enhance the academic success of students. It is our vision that our students be actively engaged in a stimulating academic environment with a challenging curriculum that is student-centered and literacy enhanced. Our purpose is to educate all students to live, love, learn, and to leave a legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

PFC Mario Ybarra Elementary is named after Mario G. Ybarra. Mario Ybarra was the oldest of 11 children, born to Felipe and Fidela G. Ybarra on May 1, 1943. As the oldest, Mario shared the responsibility of helping take care of his brothers and sisters. Mario worked in the fields at an early age to help bring money to the household.

Mario Ybarra joined the military soon after graduating from Weslaco High School in 1961. After boot camp, Ybarra was stationed in Camp Pendleton in California, where he earned a "Sharpshooter" badge and the rank of Private First Class. Ybarra visited the valley every chance he could and was able to marry his sweetheart, Manaen Hernandez.

In 1965, Ybarra along with the 3rd Battalion 1st Marines was sent to Okinawa, Japan to train for jungle warfare in preparation for Vietnam. On January 1966, Ybarra and the Marine Corps faced the 36th Infantry Regiment of the Peoples' Vietnam Army. Two months later, after a two-day battle to take Hill 50, PFC Ybarra died from a gunshot wound to the head. As the Marines finally took the hill in Operation Utah, Ybarra's remains were transported back to the states.

The flag-draped coffin soon arrived in Weslaco, and just three days after his first birthday, Mario Jr. attended his father's funeral at Highland Memorial Cemetery.

PFC Mario Ybarra was buried with full military honors in the cemetery's Circle of Honor in Weslaco, TX. He was 22 years old.

P.F.C. Mario Ybarra Elementary is located in Weslaco, Texas. P.F.C Mario Ybarra Elementary School is one of eleven elementary schools in the Weslaco Independent School District. The campus is the newest elementary constructed in 2009. The student population at Ybarra Elementary School is at approximately 608 students and serves students in grades PK-4 through 5th grade.

According to the PEIMS Data Review of our campus profile, 96% of the student population is Hispanic, 92% are identified as Economically and 49% are English Language Learners.

Ybarra Elementary involves our community leaders during special events, such as Fall Festival, Veterans Day, Career Day, America Goes Ba

Rally, Literacy Night, Leadership Day, SBDM committee meetings, and other school events. The students of Ybarra Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard for the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Ybarra Elementary are entering their third year of the Leader in Me Process. The students have learned to apply the 7 Habits of Happy Kids in their daily lives. The effort the staff has put in this journey has been visible in the culture of the school, student's grades, vocabulary and the leadership skills the students display.

The current staff at Ybarra Elementary School is composed of 42 teachers, 2 campus administrators, 1 counselor, 5 professional support personnel, 6 office staff, 12 educational aides.

Demographics Strengths

At P.F.C. Mario Ybarra Elementary School attendance is at the met attendance rate.

P.F.C. Mario Ybarra Elementary has a supportive community that is involved and continuously supports student achievement, community endeavors, and fundraisers.

P.F.C. Mario Ybarra Elementary School has many supportive parents because they value the importance of an education and they too can see great things happening.

P.F.C. Mario Ybarra Elementary promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as the Student Art Club, Cheerleading, Choir, Robotics, Journalism Club, and Academic U.I.L.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is need for improvement for all core are contents on STAAR 3-5 for all students including the specific populations of EL's , SPED, Migrant, and Economically Disadvantaged have areas of need for growth. **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchase of Eduphoria Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

From TEA's 2017-2018 state accountability system PFC Mario Ybarra earned the "Met Standard" accountability rating.

MET STANDARD - B SCHOOL

All Subjects Approaches Meets Masters

3rd Reading	63%	24%	11%
3rd Math	85%	35%	17%
4th Reading	75%	37%	18%
4th Math	77%	57%	26%
4th Writing	50%	27%	3%
5th Reading	83%	44%	20%
5th Math	93%	67%	35%

5th Science 87% 50% 21%

Student Academic Achievement Strengths

1. PFC Mario Ybarra received two Distinction Designations in Math and Science.
2. PFC Mario Ybarra is a Leader in Me Campus.
3. The attendance meets the state

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 4% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 11% of 3rd grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 3: In 3rd Grade Math 17% of the students received a "Masters Grade Level" on the STAAR Math. **Root Cause:** Students are lacking many fundamental skills, such as addition, subtraction, multiplication and division; regrouping, and the academic vocabulary that is needed to pass the math assessment.

Problem Statement 4: In grades (1st-5th), 46% of students are reading below level based on (BOY) IRI levels in September 2018. **Root Cause:** Reading program at campus has improved in the alignment, although consistent implementation still needs to be addressed. Teacher still need additional training on implementation procedures.

School Processes & Programs

School Processes & Programs Summary

P.F.C. Mario

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The students and staff at P.F.C. Mario Ybarra Elementary are entering their third year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the culture of the school, student's grades, vocabulary and the leadership skills the students display.

School Processes & Programs Strengths

- Low teacher turnover rate
- Bilingual Certified Teachers
- GT Core Trained Teachers
- Teacher's Years of Service

Perceptions

Perceptions Summary

P. F. C. Mario Ybarra Elementary has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college-ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the needs are carefully considered and met. The campus budget is designed and developed to meet the needs of the students, teachers, parents, and our community.

Perceptions Strengths

The faculty members at P.F.C. Mario Ybarra Elementary are committed to ensuring community members and students are working towards the academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education. The campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. Our Parental Involvement liaison and At-Risk Attendance clerk both ensure that phone calls or home visits are taking place for excessive student absences. Administration works on building our school culture by celebrating employee successes. Teachers are rewarded and acknowledged for their attendance with one-hour lunches and recognition over the morning announcements.

Perceptions Strengths

- Super Star Awards
- Meet the Teacher Nights
- Fall Festival
- America Goes Back to School Program
- Christmas Spectacular
- Week of Appreciation for Teachers, Administrative Assistants, Counselors, Nurses, and diagnosticians.
- Active Parental Involvement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for improvement in STAAR Reading for 3-5 and 4th grade STAAR Writing including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

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
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (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
- Student failure and/or retention rates
- 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,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

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
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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, the students will score an 85% or higher on the Social Studies CBA's.

Evaluation Data Source(s) 1: District Assessments, CBA's, Weekly Test and Projects

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):</p> <ul style="list-style-type: none"> *Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society 		<p>Campus Administrators Social Teachers Social Studies Strategist</p>	Improved learning opportunities.				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Strategy 2: Effective Reading Strategies in Social Studies: Integrate the application of technology to promote a blended learning environment in social studies classrooms.</p>		<p>Campus Administrators Social Studies teachers Social Studies Strategist</p>	Improved performance for all populations on CBAs and benchmarks.				
Funding Sources: State Comp Ed (SCE) - 0.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Strategy 3: Workshop and training for Social Studies Teacher</p>		<p>Campus Administrators Social Studies teachers Social Studies Strategist</p>	<p>Improve performance in CBAs and benchmarks.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 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: 90% or more of Ybarra Students will demonstrate an "Approaches" performance on the STAAR Science tests. A minimum of 22% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 2: Benchmarks, CBA's, Monitor Weekly lessons, STAAR results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program.</p> <p>-UTRGV Science Department Mole _Day chemicals and instructional planning.</p> <p>-Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events.</p> <p>-Students will have the opportunity to experience in-district or out-of-district educational field trips.</p>	2.4, 2.5, 2.6	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) FOSS Science Kits and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities</p> <p>Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS.</p> <p>Access digital copies of each student textbook and teacher guide, student reproducibles.</p>	<p align="center">2.4</p>	<p>Campus Administration Science strategist Grade level Chair</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide resources, support and additional staff development in Science opportunities for all grades K-5 to improve student performance. Implement Science Word of the Day. Purchase and provide additional resources such as :</p> <p>Motivational Science Ford-Ferrier Science CVP Ford Ferrier Science Stories</p>	<p align="center">2.4, 2.5, 2.6</p>	<p>Campus Administration Classroom Teachers Consultants</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>4) Extended day and Saturday School will be provide for students in 5th grade Science.</p>		<p>Administration Classroom Teachers</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Provide students with hands on investigation using the following consumables: D Size Batteries Iron Fillings Sugar Cubes Vegetable Oil Honey Corn Syrup Cereal Motors Laser pointers Skittles Plain M&M's Oreo Cookies</p>		Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies.</p> <p>Build student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities</p>	2.4, 2.6	Science Strategist CIF Science Teacher	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.</p>	2.4, 2.5, 2.6	Campus Administration Science Strategist Science teachers	*Curriculum Based Assessments *District Benchmarks *STAAR assessments				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks.</p> <p>Campus PLC representatives by grade level are to be pulled out for collaboration.</p>	2.4, 2.5, 2.6	Science Strategist Campus Admin Science Teachers	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				

Critical Success Factors CSF 1 9) Science Mentors for Grade 5.	2.4, 2.6	Science Strategist Campus Admin	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
							

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, there will be an increase in the number of students who score at the Approaches level on the Math STAAR assessment 85% or higher.

Evaluation Data Source(s) 3: District Math Test, CBAs, Monitor Weekly lessons, Teacher-Made Test and STAAR Results.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies.</p> <p>*Region 1 * RGVCTM *Step Up to Math</p>	2.4, 2.6	Campus Administration Math Teachers District Strategist	Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize the use of Sharon Wells Math Progress with 3rd-5th grade students.</p>	2.4, 2.5, 2.6	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) 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</p>	2.4	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments CBA's, District benchmarks and STAAR.				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:</p> <p>Utilize the following technology resources to access district curriculum components: Think Through Math, Reasoning Minds (K-2nd), Imagine Math, MyOn, Brain Pop, Reflex Math, Educational Galaxy, Moose Math, Envision Math Pearson, TEKS Resource System and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.</p>	<p>2.4, 2.5, 2.6</p>	<p>Math Strategist Campus Administration Math Teachers</p>	<p>Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Students in 3rd to 5th grade will increase their math comprehension through use STAAR Resources such as but not limited to: Countdown to Math, Motivational Math, Moose Math, Step Up to Math, Math Warm-Up, Fast Focus, Ultimate Math Workbook and STAAR Master</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Teachers Math Strategist</p>	<p>Formative Benchmarks and CBAs Summative STAAR Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Extended day and Saturday School will be provide for students in Math grades 3rd-5th.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Classroom Teachers</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-5th.</p>		<p>Math Strategist Campus Administration</p>	<p>Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <ul style="list-style-type: none"> * Differentiating Instruction *Math Tasks *Number/Math Talks 	2.4, 2.5	Math Strategist Campus Administration	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth) 	2.4, 2.6	Math Strategist Campus Administration	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
<p style="text-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 4: By Spring 2019, there will be an increase in the number of students who score at the Approaches level on the Reading STAAR assessment (78% or higher). By Spring 2019, there will be an increase in the number of students who score at the Approaches level on the Writing STAAR assessment 78% or higher. By Spring 2019, there will be an increase in the number of students who are reading on level (K-2) on I.R.I. assessment 75% or higher.







Evaluation Data Source(s) 4: District Benchmarks, CBA's, Monitor Weekly lesson, Teacher-Made Test, Fountas and Pinnell Benchmark System, Istation and STAAR Results.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary.</p>	2.4, 2.5, 2.6	Campus Administrators Teachers	<p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments 				
<p>Critical Success Factors CSF 1</p> <p>2) Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.</p>		Campus Administrators Teachers Teacher Assistants	<p>Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments 				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide staff development for teachers on implementation of aligned reading strategies and resources.</p> <p>MYON Istation Guided Reading- Benchmark Assessment IRI Writing Academy SIPPS</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Administrators Teachers</p>	<p>Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading and Writing.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Administrators Teachers</p>	<p>Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments</p>				
<p>Critical Success Factors CSF 1</p> <p>5) Promote writing across all grade levels.</p> <p>What-a-Writer (4th grade) Writer of the Month (K-5th) Quick Write block time (K-5th) Writing Camp (4th grade)</p>		<p>Campus Administrators Teachers</p>	<p>Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Students in 3rd to 5th grade will increase their Reading/Writing comprehension through the use of STAAR resources such as but not limited to: Countdown to Reading, Motivational Reading and Writing, Kamico STAAR Connection for Reading and Writing, Forde-Ferrier STAAR Reading and Writing, Scholastic Storyworks, STAAR Ready Reading and Writing, Quill Org. Education Galaxy, Journey Workbooks, and STAAR Master.</p>	<p>2.4, 2.6</p>	<p>Campus Administration Teachers ELAR Reading Strategist</p>	<p>Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments</p>				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Implement an organizational framework for teaching writing and facilitate opportunities for staff development: *Writing Across the Curriculum through *Write to Learn Strategies *Reading and Writing Connections through the Write Time for Kids Curriculum *TEKS Resource System *Abydos Three -Week Institute *Abydos Recertification for Trainers * The Writing Academy</p>	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments				
<p>Critical Success Factors CSF 1</p> <p>8) Provide staff development, guidance and support in the area of Guided Reading and provide mentoring and support through Teacher Networking.</p>	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments				
<p>Critical Success Factors CSF 1</p> <p>9) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.</p>	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
<p>Critical Success Factors CSF 1</p> <p>10) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.</p>	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY				
<p>Critical Success Factors CSF 1</p> <p>11) Provide staff development and support on myOn and Istation.</p>	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	*Istation (Indicators of Student Progress) monthly assessments *myOn usage reports				

<p align="center">Critical Success Factors CSF 1</p> <p>12) Students in Pre-Kinder through second grades will have access to audio books to maximize their reading comprehension achievement. Audio books will consist of part of the reading curriculum. Students will work on their fluency and comprehension skills through the use of audio books: *MyOn * EPIC * Accelerated Reader</p>	2.4, 2.5, 2.6	Campus Administration Teachers CIF	Formative Assessments Fountas and Pinnell Testing Summative EOY reading level				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance. 1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Blend Space/Blended Learning 5. Exit Tickets 6. Differentiate Instruction</p>	2.4	Campus Administration Teachers CIF	Formative Assessments Projects Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
14) Provide staff development and support on SIPPS.	2.4, 2.5, 2.6	Campus Administration Teachers CI	SIPPS Assessments Formative Assessments				
<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 5: At-Risk population will achieve 75% mastery on all STAAR test

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Implement a strong conflict resolution program that promotes positive relationships and student success. Continue with the implementation of the Leader In Me Process.</p>	2.4, 2.5, 2.6	Administration Counselor Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Create an anti-bullying environment by providing awareness programs for our students.</p>	2.4, 2.6, 3.1, 3.2	Administration Counselor Teachers	A school environment where students are comfortable, feel safe and can focus on learning.				
<p>Critical Success Factors CSF 1</p> <p>3) Counselor will devote 30% of time in the are of guidance curriculum through: -Classroom presentations -Leader in Me lessons -School wide programs and other special events -Career and college awareness activities. -Attend local and out of district field trips such as but not limited to: Middle school visits Local College visits</p>	2.4, 2.6	Campus Administrators Teachers Counselors	All students will be motivated to become successful leaders in school and positive members of society and eventually complete high school and aggressively pursue a college degree.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Implement a strong conflict resolution program that promotes positive relationships and student success.</p>	2.4, 2.5, 2.6	Campus Administration Teacher Counselor	All students will be motivated to become successful leaders in school and positive members of society and eventually complete high school and aggressively pursue a college degree.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department.</p>	2.6, 3.1, 3.2	Campus Administration Teacher Counselor	A school environment where students are comfortable, feel safe and can focus on learning.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.</p>	2.4, 2.5, 2.6	Campus Administration Teacher Counselor	All students will be motivated to become successful leaders in school and positive members of society and eventually complete high school and aggressively pursue a college degree.				
<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 EL students who score at the approaches level on STAAR: Reading in 3rd grade will be at 70%, 4th grade will be 80% and 5th grade at 70%. STAAR Math Approaches Grade Level Scores will be at 3rd grade 85%, 4th grade at 75% and 5th grade at 85%. STAAR Writing Approaches Grade Level Scores will be for 4th grade at 70%. STAAR Science Approaches Grade Level will be at 90%.

Evaluation Data Source(s) 6: District Benchmarks, CBA's, Monitor Weekly lesson, Teacher-Made Test, Fountas and Pinnell Benchmark System, Istation, STAAR Results and TELPAS.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.		Campus Administration Classroom Teacher Counselors	Increase in English language proficiency level of all ELLs and increase percentage in attainment of Advanced High TELPAS composite				
2) Implement model strategies to help LEP students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction		Campus Administrators Counselors	Establish strong academic vocabulary foundation for ELL success				
Critical Success Factors CSF 1 3) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting.		Campus Administrators Teachers Counselors	Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite				
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Provide staff development opportunities on independent reading, small-group reading, and literature.	2.4, 2.5	Campus Administration Bilingual Department	Professional growth in area of Reading for participants.				







<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Provide student-choice reading selections through the year</p>	2.4, 2.5, 2.6	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies .</p>	2.4, 2.5, 2.6	Administration Teachers Language Arts Strategists Bilingual Director	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
<p>Critical Success Factors CSF 1</p> <p>7) Implement SIOP model strategies to help LEP students</p> <ul style="list-style-type: none"> - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques 		WISD Science Strategists, Campus Admin. and Bilingual/ESL Director	Establish strong academic vocabulary foundation for ELL success.				
<p>Critical Success Factors CSF 1</p> <p>8) Continue implementing leveled readers in the classroom as needed to read about historical issues such as specific eras, dates, significant figures in World History, Texas History, and U.S. History.</p>	2.4, 2.5, 2.6	Campus Admin, Social Studies Strategist, Bilingual/ESL Director, S. S. Teachers	Establish strong academic vocabulary foundation for ELL success.				
<p>Critical Success Factors CSF 1</p> <p>9) Teachers in grades K-5th will attend blended learning training. Teachers will continue to use blended learning in at least one of the content areas.</p>	2.4, 2.5, 2.6	Campus Admin. CTC Teachers Grade Level Chairs	Teachers CARE Sessions Lesson Plans Walk Through T-Tess				
<p style="text-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 7: By May 2019, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Evaluation Data Source(s) 7: STAAR results, Benchmark and CBA results

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Continue with the implementation of the Barton System intervention program with fidelity.</p>		Dyslexia Teacher Campus Administrators Classroom Teacher	Reading and Writing Benchmarks and CBA's Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports Reading and Writing STAAR				
<p>Critical Success Factors CSF 1</p> <p>2) Implement accommodations to assist eligible students in reading and writing</p>		Campus Administrators Dyslexia Teacher 504 Administrator General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
<p>3) Implement staff development on instructional strategies to assist in reading and writing</p>		Campus Administrators Dyslexia Teacher General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Implement an Orton-Gillingham intervention program with fidelity</p>	2.4, 2.6	Dyslexia Teacher, Campus Administration	Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, walk- throughs, STAAR				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.</p>	2.4, 2.6	Dyslexia Teacher, Campus Administration Dyslexia Coordinator	Benchmark scores, Six Weeks' Progress Reports, Progress monitoring through easyCBM reports, improved Reading and Writing STAAR				
<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 8: All student populations will achieve 100% mastery "Approaches" on all STAAR and increase in both "Meets" and "Masters" performance.

Evaluation Data Source(s) 8: GT qualification tests, TAPR reports, Monitor Weekly lessons, STAAR results, Teacher evaluation of the QUEST program, Advanced Academics Academy, and activities specifically for Gifted and Talented students.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program.</p>	2.5	Campus Administrators Quest Teacher Teachers	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
<p>Critical Success Factors CSF 1</p> <p>2) Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.</p>	2.5	Campus Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide hands on and real world experiences for identified gifted students.</p>		QUEST Teacher Campu Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan				
<p>Critical Success Factors CSF 6</p> <p>4) Provide students with educational in- district and out-of-district field trip opportunities.</p>		QUEST Teacher Campu Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
<p>5) Monitor to ensure that 100% of the classroom teachers, counselors, and administration have received training in the Nature and Needs Assessment of gifted students.</p>		QUEST Teacher Campu Administrators Advanced Academics Coordinator	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				



= 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 9: By Spring 2019, migrant students will achieve 70% mastery on Reading and Math STAAR.

Evaluation Data Source(s) 9: District Benchmarks, CBA's, Monitor Weekly lesson, Teacher-Made Test, Fountas and Pinnell Benchmark System, Istation and STAAR Results.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th.</p> <p>Provide tutoring in content areas during the school day(Make Mathematics Meaningful Project Smart) Other instructional Migrant Summer Program</p>		Campus Administrators TIM staff Teacher	Curriculum based assessment District Benchmarks STAAR Assessments				
<p>Critical Success Factors CSF 1</p> <p>2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.</p>		Campus Administrators TIM staff Teachers	Curriculum based assessment District Benchmarks STAAR Assessments				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p>	2.4, 2.5, 2.6	Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				
<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 will increase student participation in the fine arts.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will compete and have high level of success in UIL.</p>		Campus Administrators Teachers	Successful at competitions through individual and group performance.				
<p>2) The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco.</p> <p>Community events/participation events: *Dia De Los Muertos *Birding Festival *Rio Grande Valley Western Art Contest *WISD K-12 Fiesta 2019 Art Competition</p>		Campus Administration Art Teacher	Successful at competitions through individual and group performance				
<p>Critical Success Factors CSF 6</p> <p>3) The visual arts will work with local arts advocacy groups to promote the arts through shows and competitions.</p> <p>WISD K-12 Fiesta 2019 Art Competition</p>		Campus Administration Art Teacher	Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.				
<p>Critical Success Factors CSF 6</p> <p>4) Students will participate in the Art Club K-5th.</p>		Campus Administration Art Teacher	Successful at competitions through individual and group performance.				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Provide hands-on and real world experiences by providing students with educational in- district and out-of-district field trip opportunities to build an awareness/critique and appreciate art. *Museums *Art Exhibits *Art Events</p>		<p>Campus Administration Art Teacher</p>	<p>Appreciate Art and be successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.</p>				
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 = 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 11: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Source(s) 11: STAAR scores, student grades, and Accelerated Reader reports and Stats.

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with:</p> <ul style="list-style-type: none"> *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources 		<p>Campus Library Staff</p> <p>Teachers</p> <p>District Library Staff</p>	<p>Increased usage of library resources and digital media from staff and students.</p> <p>Increased engagement in reading and literacy.</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Maintain a positive reading environment where frequent and flexible access to library is encouraged. Provide engaging lessons and diverse reading selections so that students will become life-long readers through:</p> <ul style="list-style-type: none"> Seasonal Book Displays Library Lessons Library Makerspace Book talks Special Contests/Events Book Clubs 		<p>Campus Library Staff</p> <p>District Library Staff</p>	<p>Increase of well-rounded and diverse reading selections for all students.</p> <p>Increase in student library usage from low and reluctant readers.</p> <p>Increased library circulation.</p> <p>Update library collection by purchasing new books and weeding outdated material.</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>3) Provide students and staff with electronic resources for reading.</p> <p>Accelerated Reader Tumblebooks MyOn Destiny Ebooks EPIC MackinVIA Region One-Library Database</p>		<p>Teachers Campus Library Staff District Library Staff</p>	<p>Increased usage of reading resources. Student growth in reading and phonics levels.</p> <p>Students are meeting six weeks and yearly reading goals. Students are provided with unlimited amount of reading resources to be used at home and after school hours.</p> <p>Journey to a Million (AR Board) Increased MyOn usage through contests and certificates (Top MyOn Readers) Improve STAAR Scores.</p> <p>Texas Bluebonnet Wall of Fame</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through:</p> <p>AR Six Weeks Celebrations Bulletin Showcase of Students *Certificates *Assemblies *End-of-the Year Field Trip</p>		<p>Campus Librarian Campus Administration Classroom Teachers</p>	<p>Improved STAAR Scores High AR Word counts and points per student.</p> <p>Increased vocabulary</p> <p>Increased MyON reading minutes read and books read.</p> <p>Increased usage of EPIC Books and other Ebook resources.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Promote Reading with the use of events, such as: *Seasonal and National Literacy *Celebrations *Book Fair-Scholastic *National Reading Event- National *Library Week, * Read Across America, *Weslaco Children's Book Week, * Author Visits *Campus Literacy Night *District Literacy Night *Little Free Library</p>		<p>Campus Librarian Campus Administration Classroom Teacher</p>	<p>Increased interest and motivation in reading, writing, and across all subjects.</p> <p>Provide students with opportunities to become life-long readers.</p> <p>Impact learning through opportunities promoting literacy.</p> <p>Better STAAR Scores</p>				

<p>Critical Success Factors CSF 1</p> <p>6) Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.</p>		<p>Campus Library Staff Teachers</p>	<p>Increased interest and motivation in reading, writing, and across all subjects.</p> <p>Provide students with opportunities to become life-long readers.</p> <p>Impact learning through opportunities promoting literacy.</p> <p>Better STAAR Scores</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.</p>		<p>Campus Library Staff Teachers</p>	<p>Increased interest and motivation in reading, writing, and across all subjects.</p> <p>Provide students with opportunities to become life-long readers.</p> <p>Impact learning through opportunities promoting literacy.</p> <p>Better STAAR Scores</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 12: By Spring 2019, increase by 10% the number of teachers implementing blended learning practices and increase 100% of students and staff employ safe, secure digital citizenship behaviors

Evaluation Data Source(s) 12: Classroom walk-throughs
 Project Tomorrow Speak Up Survey
 Eduphoria: Sign-Ins/Survey
 Certificate of Certified Campus status from Common Sense Media
 Google Classroom

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Support at the teacher level with implementation of content/ process/ product material from the Innovative Teaching Day in August 2018 and all other technology initiatives.</p>		Director of Instructional Technology Campus CTC	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) 100% of Ybarra students and staff will complete internet safety training using the Common Sense Media curriculum or other approved alternatives.</p>		Director of Instructional Technology Campus CTC	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc. behaviors. Family and community engagement with digital citizenship conversations at home.				
<p>Critical Success Factors CSF 2 CSF 5 CSF 6</p> <p>3) 100% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and community in this survey.</p>		Director of Instructional Technology Campus CTC	Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility.				
<p>Critical Success Factors CSF 6</p> <p>4) 100% of WISD provided devices will be safe and secure for stakeholder use.</p>		Director of Instructional Technology Campus CTC	Computer viruses will be limited. Decreased inappropriate digital behaviors from staff and students.				



= 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 13: By May 2019, all identified SPED students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

Evaluation Data Source(s) 13: STAAR results, Benchmark and CBA results

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Implement accommodations to assist eligible students in math, reading and writing.</p>	2.4, 2.5, 2.6	Campus Administration Classroom Teacher Resource Teacher	Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, walk- throughs, T-TESS and STAAR.				
<p>Critical Success Factors CSF 1</p> <p>2) Provide and implement staff development on instructional strategies to assist in math, reading and writing for Special Education Teachers.</p> <p>* Region One Trainings * Learning ALLY * IEP Training, Accommodations * STAAR Training</p>	2.4, 2.5, 2.6	Campus Administrators Special Ed. Teachers Special Ed Department	Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, Walk- throughs, T-TESS and STAAR.				
<p>3) Identify SPED students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.</p>	2.4, 2.5, 2.6	Campus Administration ARD Committees SPED Teachers	Increase of student performance on state assessment or any other instructional program implemented.				
<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 14: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH and FITNESS of their students.

Evaluation Data Source(s) 14: Fitness Test
Classroom Walk-Throughs

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Encourage physical Education as a life long lesson.		Campus Administration Physical Education Teachers					
2) Provide lesson and activities that promote a healthy lifestyle for all students. Activities will include but are not limited to: *Swimming Lessons (2nd Grade) *Field Days * Field Trips *Students VS Staff Games * Tournament Games * Nutrition Presenters *Motivational Speakers		Campus Administration Physical/Health Coach	Daily lesson plans provide by P.E./Health Coach				
3) Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.		Campus Administration P.E./Health Coach	Daily lesson plans Fitness Gram				
4) Pre and Post Assessments for all eligible students using fitness test components.		Campus Administration P.E. /Health Coach	Fall 2018 and Spring 2019 -Analyze the Fitnessgram Data and where students need to improve such as aerobic conditioning, muscle endurance, or flexibility and adjusted warm-up activities to work on specific areas. Data will be evaluated each time fitnessgram is given.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENTS: SAFE, SECURE, DRUG-FREE, TECHNOLOGY-RICH, AND WRITING ENVIRONMENTS DISTRICT-WIDE THAT PROMOTE HIGH PERFORMANCE

Performance Objective 1: Safe and secure technology use processes will be in place with 100% of WISD students and staff employing safe & secure digital citizenship behaviors. Adopt and implement an anti-bullying plan that will help students feel safe and secure while at schools.

Evaluation Data Source(s) 1: Evaluations, Campus Events, Campus Six Weeks Reports, Parents Sign-In's, Parent/Teacher Conference Form and referrals. Eduphoria sign-in sheets: Internet safety training Certificate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) 100% of P.F.C. Mario Ybarra students and staff will complete Internet Safety training using the Common Sense Media curriculum or an approved alternate. This will allow the majority of campuses and Weslaco ISD to receive the designation of Common Sense Media Certified.</p>	3.1	Campus Administration CTC Teachers	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc. behaviors. Family and Community engagement with digital citizenship conversations at home.				
2) Decreased number of office discipline referrals.		Campus Administrators Teachers Counselor Data Entry Clerk	Provide safety and security for students and staff				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- EXCEPTIONAL COMMUNITY SERVICE, OPEN COMMUNICATION, AND POSITIVE COLLABORATION FOR STUDENT SUCCESS

Performance Objective 1: Establish a network of community partners that will enhance the parental involvement program

Evaluation Data Source(s) 1: Sign-In's, Annual Health Fair and Volunteer Logs, Phone logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Ybarra Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)</p>		<p>Campus Administrators Community Aide Counselors Teachers</p>	When parents are engaged and participates in campus activities				
<p>Critical Success Factors CSF 5</p> <p>2) 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>	3.2	<p>Parental Involvement Director Campus Principal & Administration Community Liaison</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>Critical Success Factors CSF 5</p> <p>3) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3.</p>	3.2	<p>Campus Administrators Community Aide Counselors Teachers</p>	When parents are engaged and participates in campus activities.				
<p>Critical Success Factors CSF 5</p> <p>4) Provide parents the opportunity to pick-up report cards.</p>	3.2	<p>Campus Administration Classroom Teachers</p>					

<p align="center">Critical Success Factors CSF 5</p> <p>5) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Facebook and Twitter).</p>	3.2	Campus Administrators Community Aide Counselors Teachers	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 align="center">Critical Success Factors CSF 5</p> <p>6) Hold STAAR Meeting / Meet the Teacher Night, Book Fairs, Literacy Night and classroom activities.</p>	3.2	Campus Administrators Community Aide Counselors Teachers	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 align="center">Critical Success Factors CSF 5</p> <p>7) Involve the community in annual Fall Festival, Leadership Day, Literacy Night, Coffee with the Superintendent.</p>	3.2	Campus Administrators Community Aide Counselors Teachers	Increase community presence on campus.				

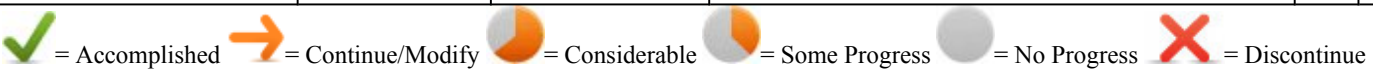
 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: HIGH-QUALITY, RESEARCH-BASED TRAINING DEVELOPMENT AND SUPPORT FOR ALL EMPLOYEES

Performance Objective 1: All students will be taught by highly qualified and state certified teachers through professional development opportunities.

Evaluation Data Source(s) 1: Eduphoria and sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 4 1) Provide mentors and training for new teachers		Campus Administrators Teachers	Mentor assignments Feedback				
2) Provide appropriate job-related training for personnel		Campus Administrators Teachers	Mentor assignments Feedback				
Critical Success Factors CSF 2 CSF 7 3) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction		Administration Teachers Language Arts Strategists Bilingual Director	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
							

**Goal 5: FINANCIAL STRENGTH: STRATEGIC PLANNING, MANAGEMENT, ACCOUNTABILITY, AND
TRANSPARENT FINANCIAL STEWARDSHIP TO OPTIMIZE FEDERAL, STATE AND LOCAL FUNDING**

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary.
1	4	2	Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.
1	4	4	Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading and Writing.
1	4	5	Promote writing across all grade levels. What-a-Writer (4th grade) Writer of the Month (K-5th) Quick Write block time (K-5th) Writing Camp (4th grade)

State Compensatory

Budget for Mario Ybarra Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,644.00
164.13.6119.00.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,168.00
164.11.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	\$57,640.00
164.23.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	\$30,212.00
164.11.6141.00.117.8.30	6141 Social Security/Medicare	\$836.00
164.11.6141.27.117.8.30	6141 Social Security/Medicare	\$865.00
164.13.6141.00.117.8.30	6141 Social Security/Medicare	\$1,046.00
164.11.6142.00.117.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.11.6142.27.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.117.8.30	6143 Workers' Compensation	\$173.00
164.11.6143.27.117.8.30	6143 Workers' Compensation	\$179.00
164.13.6143.00.117.8.30	6143 Workers' Compensation	\$217.00
164.23.6143.00.117.8.30	6143 Workers' Compensation	\$91.00
164.11.6145.00.117.8.30	6145 Unemployment Compensation	\$52.00
164.11.6145.27.117.8.30	6145 Unemployment Compensation	\$54.00
164.13.6145.00.117.8.30	6145 Unemployment Compensation	\$65.00
164.23.6145.00.117.8.30	6145 Unemployment Compensation	\$27.00
164.13.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	\$1,624.00
164.23.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	\$680.00

164.11.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	\$1,610.00
164.11.6146.27.117.8.30	6146 Teacher Retirement/TRS Care	\$2,387.00
6100 Subtotal:		\$264,244.00
6200 Professional and Contracted Services		
164.13.6219.57.117.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.117.8.30	6399 General Supplies	\$18,750.00
6300 Subtotal:		\$18,750.00

Personnel for Mario Ybarra Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gregory Phillips	Instructional Aide	Mario Ybarra Elementary School	1
Idalia Pena Rios	Instructional Aide	Mario Ybarra Elementary School	1
Lorraine Garcia	At Risk Attendance Clerk	Mario Ybarra Elementary School	1
Marina Gonzalez	Campus Technology Coordinator	Mario Ybarra Elementary School	1
Sonia Closner	Campus Instructional Facilitator	Mario Ybarra Elementary School	1
Vacancy	Instructional Aide	Mario Ybarra Elementary School	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Sonia Closner	CIF
Classroom Teacher	Myrtha Aguirre	2nd Grade Teacher
Classroom Teacher	Leticia Mata	GT Teacher
Non-classroom Professional	Ruby Garza	Librarian
Non-classroom Professional	Marina Hinojosa	Campus Technology Coordinator