

Weslaco Independent School District

A.N. Rico Elementary

2019-2020 Campus Improvement Plan

A.N. (Tony) Rico Elementary School



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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.	14
Goal 2: ENGAGING LEARNING ENVIRONMENTS: Safe, Secure, Drug-Free, Technology-Rich, and Inviting Environments District-Wide that Promote High Performance.	40
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Exceptional Community Service, Open Communication, and Positive Collaboration for Student Success.	42
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High- Quality, Research- Based Training Development and Support for all Employees.	46
Goal 5: FINANCIAL STRENGTH: Strategic Planning, Management, Accountability, and Transparent Financial Stewardship to Optimize Federal, State, and Local Funding.	48
Comprehensive Support Strategies	49
State Compensatory	50
Personnel for A.N. Rico Elementary:	50
Title I Schoolwide Elements	51
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	51
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	51
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	51
Campus Funding Summary	52

Comprehensive Needs Assessment

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.

At A.N. (Tony) Rico Elementary our students and staff participate in year long events such as The Leader in Me, Cultural Celebrations, Fall Festival, Veterans Day, America Goes Back to School, Literacy Night, Family Picnic, SBDM and other school wide events that promote citizenship. The students at Rico Elementary obtain a Balanced Literacy curriculum in reading that develops our students reading ability. We offer students the opportunity to flourish in their language domains through the subject core areas of reading, writing, math and science. We offer for our students the choice of participating in QUEST, Robotics, Dance Team, UIL, Spelling Bee, Choir and Cheer. All of our Rico Rockets are required to meet the state passing standard for the State of Texas Assessments of Academic Readiness (STAAR) in all subject areas.

The students and staff at A.N. (Tony) Rico are currently starting our 4th year in The Leader in Me Coaching and we continue to focus on the Family component to focus on the increase participation of the family at our campus.

A.N. (Tony) Rico Elementary is located 8 miles north of the Mexican Border. Currently Rico has a population of 846 students of which 100% are Hispanic and 0% are white. Of those students 93% are Economically Disadvantaged and 82% 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 42 classroom teachers, 18 other professional staff and 15 paraprofessional staff. As of September 20, our student enrollment is 844 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, 2018-2019 school years.
- Distinction Designation Earned in Postsecondary Readiness for the 2017-2018 school year.
- A. N. (Tony) Rico Elementary School had Q2 Masters Performance in both 4th & 5th Grade in the area of Reading.
- A. N. (Tony) Rico Elementary School had Q1 Masters Performance in both 3rd & 5th Grade in the area of Math.
- Attendance rate for the 2017-2018 school year was 97.1%, meeting the state goal of 97%
- 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.
- A. N. (Tony) Rico Elementary School is a Leader in Me campus beginning its fifth year of implementation.
- A. N. (Tony) Rico Elementary School will continue to integrate technology. (Blended Learning)
- 40 of our teachers have 10 or more years of classroom experience
- 27 of classroom teachers are Bilingual certified
- Attendance rate for the 2017-2018 school year was 97.1%, meeting the state goal of 97%

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to set support systems in place for our mobile students. Our campus has a 13.6% mobility rate. **Root Cause:** District has a high percentage of mobile students. Teachers need to ensure they know who their mobile students are and monitor their progress.

Problem Statement 2: Our campus has 44.7% EL students that need improvement in their overall scores for 3-5 STAAR. **Root Cause:** Teachers need to

increase their use of the SIOP strategies.

Problem Statement 3: Our current campus enrollment has increased from one year to the next. **Root Cause:** Teachers need to identify the mobile students and differentiate their instruction to meet their needs.

Problem Statement 4: 86.3 % of our students are Economically Disadvantaged and there is a need to improve the the overall scores for 3-5 grade students on STAAR. **Root Cause:** Teachers need to identify the areas to target for these students and build on their academic strengths.

Student Academic Achievement

Student Academic Achievement Summary

Campus administrators, teachers and counselors evaluate student achievement data by generating state testing results utilizing the state accountability system and our district data software Eduphoria Aware. In collaboration with the team administrators, teachers and counselors our team convenes into groups to evaluate the student data and determine areas of in need of improvement, areas of strengths and areas that remain stagnant. The desegregation of the data is then evaluated to determine and identify areas of concern. The committees then develop a plan of action .

HIGH PRIORITY AREAS. The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

As Determined in TEA's 2017-2018 State Accountability System A.N (Tony) Rico Elementary School earned a "MET STANDARD" rating.

MET STANDARD - B RATING SCHOOL

ALL SUBJECTS APPROACHES MEETS MASTERS

3rd Reading 61% 23% 11%

3rd Math 76% 42% 16%

4th Reading 69% 31% 13%

4th Math 74% 35% 16%

4th Writing 52% 28% 7%

5th Reading 90% 65% 42%

5th Math 94% 54% 38%

5th Science 84% 61% 27%

Student Academic Achievement Strengths

1. A.N. (Tony) Rico Elementary School received two Distinction Designations in Science and Post Secondary Readiness
2. A.N. (Tony) Rico Elementary School is a Leader in Me Campus beginning its forth year of implementation.
3. A.N. (Tony) Rico Elementary has implemented Integration of Technology (Blended Learning)
4. A.N. (Tony) Rico Elementary met the attendance Rate with a 97.1%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 53% of our students received an "Approaches Grade Level" on the STAAR Writing assessment. **Root Cause:** Teachers need have vertical alignment meetings to implement a holistic approach to writing across the grade levels.

Problem Statement 2: 42% of our Non-Continuously Enrolled students met the reading target in closing the achievement gap section of the accountability system. **Root Cause:** Teachers will have a list of the Non-Continuously Enrolled students and monitor their progress on a monthly basis.

Problem Statement 3: 23% of our Special Ed students met the Math target in closing the achievement gap section of the accountability system. **Root Cause:** Teacher need additional training on how to teach special need students and monitor their progress.

School Processes & Programs

School Processes & Programs Summary

At AN (tony) Rico, our campus met the requirements to earn a "B" rating with an 83 overall scale score. We are starting Vertical Alignment teams during staff meetings. The vertical alignments will collaborate among grade levels and content areas. With the use of the TEKS Resource System, our teachers will produce effective lesson plans and differentiated instruction. Our Differentiated Instruction will help our teachers adjust lessons to meet the students' needs, promoting academic growth in our students. Our teachers will utilize programs and data that they provide to plan and implement targeted and intentional instruction to differentiate and meet the needs of our Special Population Students and Regular Students.

School Processes & Programs Strengths

Strengths

1. Vertical Alignments
2. TEKS Resource System
3. Differentiated Planning Committee by Grade Levels
4. Small Group Instruction
5. Data Tracking
6. ITC- Mrs. Vallejo

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: AN Tonly Rico has an Attendance at 97% and a high mobility rate. **Root Cause:** AN (Tony) Rico students are missing our instruction due their excessive absences. late enrollment and early withdraw.

Problem Statement 2: A Region One climate and culture survey reports indicated a need to change the culture and climate at the campus. **Root Cause:** Change in the school culture. Create a plan of action to work on the needs based on the chapter book, 7 Habits of Highly Effective People.

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 at our campus. Our students 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 Leader In Me Habits **Root Cause:** Lack of follow through with the Leader In Me Habits

Problem Statement 2: Need to set proactive practices and policies **Root Cause:** Policies not followed with consistency

Priority Problem Statements

Problem Statement 1: Need to set proactive practices and policies

Root Cause 1: Policies not followed with consistency

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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





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 2020, all Rico students in Kindergarten through 5th Grade will achieve 80% Mastery on Social Studies TEKS Objectives.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Effective Reading Strategies in Social Studies Integrate the application of technology to promote a blended learning environment in social studies classrooms.	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers	Improved performance for all populations.				
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	2.4, 2.5, 2.6	Campus Administrators Classroom Teachers	Improved learning opportunities.				
Funding Sources: State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Analyze CBA's and Writing Prompts, CLI, I-Station, and Benchmark results using colorbands to modify classroom instruction to meet students' needs. Campus offers parent meetings such as report card pick-up, STAAR meetings and all communication is done in English and Spanish.	2.4, 3.1, 3.2	Campus Administration Classroom Pre-k thru 5th Grade Teachers	Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric				
4) Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.	2.4, 2.5, 2.6	Campus Administration Classroom Teachers Library Staff	Improved learning opportunities.				
5) Provide additional staff development to enhance instruction.	2.4, 2.5, 2.6	Campus Administration Social Studies Strategist Consultants	Improved learning opportunities.				
Funding Sources: Title 1, Part A - 0.00							
6) Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/Sequence to maintain alignment to state standards and assessments in order to meet federal and state mandate.	2.4, 2.5, 2.6	Campus Administration Social Studies Strategist Consultants	Improved learning opportunities. Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric				
7) Campus events and meetings such as Leader In Me Celebrations promoting parent involvement and students learning social skills in classrooms.	2.4, 2.5, 2.6	Campus Administration Teacher Counselors	Improve Social Skills Well Rounded Student				
 = Accomplished  = Continue/Modify  = 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 2: By Spring 2020 Rico Students will reach 90% Approaches, 60% Meets, and 30% Masters Performance on the STAAR Science Assessment.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet with campus staff to review student data, progress monitoring, and effective instructional practices with an emphasis on Science.		Campus Administration Teachers	Improved performance for all population on benchmarks and STAAR.				
2) Provide resources, support and additional staff development in Science opportunities for grades K-5 to improve student performance. Provide Staff Development, Trainings, 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		Campus Administration Classroom Teachers Consultants Secretary	Improved performance for all population on benchmarks and STAAR				
3) Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.		Campus Administration Classroom Teachers Library Staff	Improved performance for all population on benchmarks and STAAR				
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.		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							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Analyze CBA & Benchmark results using colorbands to modify classroom instruction to meet student needs.		Campus Administration Classroom Teachers	Improved performance for all population on benchmarks and STAAR				
6) Disseminate information to teachers through Science Networking meetings and Science PLC's.		Campus Administration Science Strategist Classroom Teachers	Improved performance for all population on benchmarks and STAAR				
Funding Sources: General Fund - 0.00, State Comp Ed (SCE) - 0.00							
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.		Campus Administration Classroom Teachers Science Strategist	Improved performance for all population on benchmarks and STAAR				
8) Participate in the Campus and District Science Fair.		Campus Administration Science Strategist Classroom Teachers	Improved performance for all population on benchmarks and STAAR				
9) Elementary Migrant Students will attend a Science camp of which the primary focus revolves around the Digital Starlab (Portable Planetarium) Additional lessons within the portable planetarium include; seasons, astrology, constellations, weather geography, and other Earth and Space TEKS.		Migrant Technology Strategies	Improved performance for all population on benchmarks and STAAR				
Funding Sources: Title I, Part C - 0.00							
10) Utilize Edu- Smart, Brain Pop, Brain Pop Jr., Epic, Education Galaxy, Stemscope, FOSS and Istation as additional technology resources for classroom teachers.		Campus Administration Campus Technology Coordinator Classroom Teachers	Improved performance for all population on benchmarks and STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives.		Campus Administration Classroom Teachers					
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00							
12) Purchase and implement Reading materials through Science as: *Carolina Biological Inquiry Books * Measuring Science * Ford-Ferrier Science * Mentoring Minds * Fast Focus * Conquering the Cosmos		Campus Administration Classroom Teachers Library Staff Secretary	Improved performance for all population on benchmarks and STAAR				
13) Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/Sequence to maintain alignment to state standards and assessments in order to meet federal and state mandate.		Campus Administration Science Strategist Consultants	Improved learning opportunities. Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric				
14) Provide extended day opportunities for 5th Grade Science for students needing additional assistance.	2.4, 2.5, 2.6	Classroom Teachers Campus Administration	Improve performance for students in the area of Science. Six Weeks Assessments CBA'S Benchmarks STAAR Science Assesment				
 = Accomplished  = Continue/Modify  = 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 2020, 88% of Rico students will receive "Approaches Grade Level" Performance on The STAAR Math Assessment. A minimum of 62% of students will meet the Meets Level Performance in the 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	ELEMENTS	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							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Utilize the following technology resources to access district curriculum components: Brain Pop Jr., Imagine Math, Google Classroom-Hyperdoc, Prodigy, Waterford, Smart Start, Star Fall, Clear Touch, Pearson, 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.		Campus Administration Campus Technology Coordinator Classroom Teachers	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				
5) Analyze CBA & Benchmark results using colorbands 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, Pre-K Guidelines 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				
9) Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment		Campus Administration Grade Level Chairs Classroom Teachers' Library Staff	Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives		Campus Administration Classroom Teachers	Benchmark Scores Six Week CBA Six Weeks Progress Report Math STAAR Results				
11) Provide extended day opportunities for 3rd-5th Grade Math for students needing additional assistance.	2.4, 2.5, 2.6	Campus Administration Classroom Teachers	Improve performance for students in the area of Math. Six Weeks Assessments CBA'S Benchmarks STAAR Math Assessment 3rd- 5th				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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 36% of students will demonstrate a "Meets Grade Level" Performance on STAAR Reading 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	ELEMENTS	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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. Campus hold district literacy nights where we focus on literacy. All literacy nights are done in English and Spanish so that both the student and parent participate.	2.4, 3.1, 3.2	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				
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				
6) Focus on Differentiated Instruction and Blendspace Learning.		Campus Administration Classroom Teachers	Benchmarks Six Weeks Assessments Six Weeks Report Cards				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Implement the Weslaco ISD Student Success Focus to ensure appropriate instruction is occurring in the every Reading classroom. Campus hosts literacy nights where the student and parents participate in literacy activities.	2.4, 3.2	Central Office Administration Campus Administration Classroom Teachers	Benchmarks Six Weeks Report Cards Student Grades				
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 Classroom Teachers	District Benchmarks Curriculum Based Assessments STAAR Assessment				
Funding Sources: State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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, State Comp Ed (SCE) - 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 Classroom Teachers	STAAR Results Benchmarks Curriculum Based Assessments				
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00							
15) Implement an organizational framework for teaching writing and facilitate opportunities for staff development and participate in Weslaco ISD Language Arts Training's 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 Campus Administration Consultants Classroom Teachers	Benchmarks Curriculum Based Assessments STAAR Results TELPAS Results EOY Results				
Funding Sources: Title 1, Part A - 0.00							
16) 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 Reading & Writing STAAR Results				
17) Establish a Writing Timeline to review essays and provide feedback to teachers by the Writing Action Team.	2.4, 2.5, 2.6	Classroom Teachers Writing Action Team Campus Administration	Writing STAAR Results Benchmarks Six Weeks Report Cards Six Weeks Progress Report Increase writing opportunities for PK- 5th students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
18) Recognize PK- 5th grade students for outstanding writing ability monthly. (Writers of the Month)	2.4, 2.5, 2.6	Classroom Teachers Writing Action Team Campus Administration	Writing STAAR Results Benchmarks Six Weeks Report Cards Six Week Progress Report				
19) Provide extended day opportunities for 3rd- 5th Grade Reading and 4th grade Writing for students needing additional assistance.	2.4, 2.5, 2.6, 3.2	Campus Administration Classroom Teachers	Improve performance for students in the area of Reading and Writing. Six Weeks Assessments CBA'S Benchmarks STAAR Assesment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue following career and college awareness Activities: -Career Day -University Visits For 4th & 5th Grade -University T-Shirt Day Every Thursday		Counselors Classroom Teachers Instructional Assistants	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
2) Continue to provide monthly lessons on college/ career awareness in the classrooms: -Display University Pennants/ Banners - A.G.B.T.S. Scholarship Fund		Counselors Classroom Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
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		Counselors Classroom Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
Funding Sources: General Fund - 0.00							
4) Counseling Services and Guidance Lessons for Kinder through 5th Grade Students. - Classroom presentations - Leader In Me Lessons - Career and College Awareness Activities		Campus Administration Counselors Classroom Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
Funding Sources: State Comp Ed (SCE) - 0.00							
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.		Campus Administration Counselors Classroom Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Campus Administration Classroom Teachers Bilingual Chairperson	Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite.				
Funding Sources: State Bilingual/ESL - 0.00, Title I, Part A - 0.00							
2) Monitor the implementation of ELPS, Sheltered Instruction and Academic Vocabulary in all content area classes.		Campus Administration Bilingual Chair	Establish strong academic vocabulary foundation for ELL success.				
Funding Sources: State Bilingual/ESL - 0.00, Title III - 0.00							
3) 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 ELL's and increase percentage in attainment of Advanced High TELPAS composite.				
Funding Sources: State Bilingual/ESL - 0.00							
4) Assess all students the first two weeks of school with Istation to find all student's independent instructional and frustration levels of reading		Campus Administration Classroom Teachers Counselors	Increase the independent reading levels of all students.				
Funding Sources: State Bilingual/ESL - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 Counselors	Establish strong academic vocabulary foundation for ELL success.				
	Funding Sources: State Bilingual/ESL - 0.00						
6) Continue implementing leveled readers in the classroom.		Campus Administration Classroom Teachers Counselors	Establish strong academic vocabulary foundation for ELL success.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the Barton System & Herman Method intervention program with fidelity		Campus Administrators Dyslexia Teacher Classroom Teacher	Reading and Writing Benchmarks and CBA's Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports Reading and Writing STAAR				
2) Implement staff development to assist in the training of instructional strategies, in reading and writing.		Campus Administrators Dyslexia Teacher Classroom Teacher	Benchmark and CBA Scores Six Week's Progress Report Reading and Writing STAAR				
Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00							
3) Implement accommodations for eligible students to assist students in reading and writing.		Campus Administration Dyslexia Teacher Classroom Teachers	Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.				
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		Campus Administration Dyslexia Teacher Classroom Teachers	Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.				
	Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00						
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		Campus Administration Dyslexia Teacher Classroom Teachers	Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.				
	Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00						
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		Campus Administration Special Education Teacher Classroom Teachers	Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results.				
	Funding Sources: State Special Education - 0.00						
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.		Special Ed. Teachers Special Ed. Administration Content Area Staff	Review of Eduphoria/Strive System				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide training to staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, etc.		Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel	Surveys of Training				
	Funding Sources: State Special Education - 0.00						
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.		Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel	Improved performance for all population on benchmarks and STAAR.				
	Funding Sources: State Special Education - 0.00						
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		Campus Administration Classroom Teacher Campus Diagnostician Special Ed. Teachers Dyslexia Teacher	Improved performance for all population on benchmarks and STAAR.				
	Funding Sources: State Special Education - 0.00						
11) Ensure coordination between general education teacher and special education resource teachers and teacher assistant. Planning collaboratively for individual student needs. 504 Committee Meeting ARD Meeting RTI Process		Campus Administration Classroom Teachers Campus Diagnostician Special Ed. Teachers	Improved performance for all population on benchmarks and STAAR.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 12) Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.		Campus Administration Classroom Teachers Special Education Teachers.	Improved learning opportunities.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

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 2020, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Disaggregate data regarding the number of GT identified students receiving a Master Grade Level on STAAR.		Campus Administration QUEST Teacher Classroom Teacher	STAAR Results				
	Funding Sources: State Gifted and Talented (G/T) - 0.00						
2) Monitor to ensure that 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.		Campus Administrators QUEST Teacher	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
	Funding Sources: State Gifted and Talented (G/T) - 0.00						
3) Provide advanced lessons and activities that extend beyond the TEKS/STAAR Framework for identified students through a "pull-out" program.		Campus Administration Quest Teacher	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
 = Accomplished  = Continue/Modify  = 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 2020, 10% Migrant Students will Master Grade Level on Reading and Math STAAR.

Evaluation Data Source(s) 9: STAAR Results

Summative Evaluation 9:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		Campus Administration Classroom Teachers Title I Migrant Staff	Curriculum Based Assessments Benchmarks STAAR Results				
Funding Sources: Title I, Part C - 0.00							
2) Migrant paraprofessional staff will desegregate STAAR DATA to focus on and tutor students in areas of need in grades PreK - 5th grades.		Campus Administration Classroom Teachers Migrant District Team	STAAR Results Benchmarks Curriculum Based Assessments				
Funding Sources: Title I, Part C - 0.00							
3) Provide Tutoring in Core Content Areas, STARR Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers.		Campus Administration Classroom Teachers Migrant Paraprofessional	STAAR Results Benchmarks CBA's				
 = Accomplished  = Continue/Modify  = 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 10: The Fine Arts increase student participation.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

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





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 2020, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Librarian will work with teachers to encourage Reading through: *Accelerated Reading- AR *Leader In Me *Author Visits *National Reading Event		Campus Librarian Campus Administration Classroom Teachers CTC	STAAR Scores AR Points MyON Reading Minutes Read and Books Read				
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		Campus Librarian Campus Administration Classroom Teachers CTC	STAAR Scores AR Points MyON Reading Minutes Read and Books Read				
Funding Sources: Title 1, Part A - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, State Comp Ed (SCE) - 0.00							
3) The Librarian will purchase incentives for students to encourage reading and promote "7 Habits of Highly Effective Kids, Improve Participation in STAAR for Higher scores.		Campus Librarian Campus Administration	STAAR Results The Leader In Me Survey				
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Promote Reading with the use of events, such as: Book Fair- Scholastic National Reading Event- Dr. Seuss and Author Visits Literacy Night		Campus Librarian Campus Administration Classroom Teacher	STAAR Scores AR Points MyON Reading Minutes Read and Books Read				
	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						
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		Campus Librarian Campus Administration Classroom Teachers	STAAR Scores AR Points MyON Reading Minutes Read and Books Read				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4	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							
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.		Administration Teacher CTC	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
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.		Administration CTC Teacher	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
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.		Administration Teachers	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Administration Teachers Counselors	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
6) Teachers and CTC will complete lesson in order to ensure students are well informed and understand what Common Sense Media is.		Principal CTC Teachers CIF	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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).		Campus Principal & Administration Grade Level Chairperson's Campus Technology Coordinator Librarian Community Liaison Campus Counselor ACE Coordinators	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.				
2) Provide district aligned parent trainings and resources on topics such as effective reading strategies, PASOS, Texas A & M Colonias Helping Heart Resilience Program, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.		Campus Principal & Administration Community Liaison Campus Counselor ACE Coordinators	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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Parental Involvement Office Staff Campus Principal & Administration Community Liaison	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.				
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.		Campus Principal Administrators Community Liaison	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.				
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	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&M 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.				
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.				



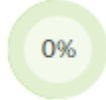

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Award Ceremonies will be held at the end of each six weeks period to honor those students that achieved A, AB, Principal Award, Leader in Me Award, AR Award, Perfect Attendance 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.				
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.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Increase school attendance.				
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.		Teacher Principal CIF Secretary Media Aide Librarian	Increase student reading levels				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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	ELEMENTS	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.				
2) Teacher recognition for meeting WIG Goals.		Principal Administrators	Retain teachers.				
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.		Administration Teachers District Content Strategists	Improve student performance.				
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.		Administration Teachers CIF	Integration of technology				
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	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.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Survey teachers on needed staff development to meet their individual needs. Teachers will provided with staff development opportunities on variety of content areas such as Math, Writing, Reading, Science, Leader In Me etc.		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.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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	2	14	Provide extended day opportunities for 5th Grade Science for students needing additional assistance.
1	3	9	Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment
1	3	11	Provide extended day opportunities for 3rd- 5th Grade Math for students needing additional assistance.
1	4	17	Establish a Writing Timeline to review essays and provide feedback to teachers by the Writing Action Team.
1	4	18	Recognize PK- 5th grade students for outstanding writing ability monthly. (Writers of the Month)
1	4	19	Provide extended day opportunities for 3rd- 5th Grade Reading and 4th grade Writing for students needing additional assistance.
1	7	12	Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.
4	2	2	Survey teachers on needed staff development to meet their individual needs. Teachers will provided with staff development opportunities on variety of content areas such as Math, Writing, Reading, Science, Leader In Me etc.

State Compensatory

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)

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	4	3			\$0.00
1	4	10			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
1	5	4			\$0.00
1	7	12			\$0.00
1	11	2			\$0.00
1	11	4			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$397,834.00
+/- Difference					\$397,834.00
Grand Total					\$0.00