

Weslaco Independent School District

Mario Ybarra Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



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.

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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 Disadvantaged, 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 Back to School 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 46 teachers, 2 campus administrators, 1 counselor, 5 Professional Support Personnel, 6 office staff, 1 Community Aide, 3 Non-Teaching Special Education Professionals, 1 Speech Therapist Assistant, 8 educational aides and 1 Smart Moves Instructor.

Demographics Strengths

PFC Mario Ybarra Elementary School met the attendance rate with a 97.1 meeting State Standard.

PFC Mario Ybarra received six distinctions in the following areas:

- **Distinction Designation Earned in Math for the 2018-2019 school year.**
- **Distinction Designation Earned in Reading for the 2018-2019 school year.**
- **Distinction Designation Earned in Science for the 2018-2019 school year.**
- **Distinction Designation Earned in Comparative Academic Growth**
- **Distinction Designation Earned in Postsecondary Readiness**
- **Distinction Designation Earned in Closing the Gaps**

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 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 purchased program, 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 2018-2019 state accountability system PFC Mario Ybarra earned the "Met Standard" accountability rating.

MET STANDARD - B SCHOOL

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 10% 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 20% 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 15% 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 2019. **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 and better understanding on Lexile Levels.

School Processes & Programs

School Processes & Programs Summary

At P.F.C. Mario Ybarra Elementary serves students in prekindergarten through grade five. The school is a part of the Weslaco Independent School District, which operates several elementary, middle and high schools. Its general academic curriculum includes subjects, such as math, science, reading and social studies. P.F.C. Mario Ybarra Elementary also conducts classes in art, music and physical education. It operates a parent-teacher organization that encourages parental involvement in children s education and sponsors various fundraising events and activities.

P.F.C. Mario Ybarra Elementary involves our community leaders during special events, such as Fall Festival, Veterans Day, Career Day, America Goes Back to School 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).

At P.F.C. Mario Ybarra Elementary reading components include Guided Reading, Shared Reading, Independent Reading, and SIPPS instruction (k-2nd) Phonics Instruction (3rd grade). The district purchased a Scholastic Guided Reading library for P.F.C. Mario Ybarra Elementary. The books that were purchased are used by the teachers during their Guided Reading Instruction. Fountas and Pinnell Benchmark System Individualized Reading Inventory (IRI) is conducted on all readers in kinder through 5th grade, with additional testing in MOY (for below level readers) and EOY. Kinder through fifth-grade teachers use Istation at the computer labs and in the classroom during reading stations for the required minutes for Tier 1,2, and 3 students. myOn and AR are also used extensively on campus.

For mathematics instruction, we rely on the district's math adoption, Pearson Math (including the online component), and other useful math materials/tools such as: Imagine Math (3rd-5th) Reflex Math (1st-5th) for basic math facts Reasoning Minds: Blueprints(Kinder-1st) Reasoning Minds: Foundations and STAAR Readiness (2nd grade) Reasoning Minds: STAAR Readiness (3rd-5th grade) Pearson Math (Kinder - 5th).

Science teachers use the state adopted FOSS kits for science instruction and a computer component, Edusmart.

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

At P.F.C. Mario Ybarra, our work purposefully to strengthen our students reading, writing, and math skills. All teachers attend all district PLC meetings and share meeting minutes and collaborate with their grade levels and administration. Teachers have attended the Reading Academies, ABYDOS and District /Staff Development trainings Highly Qualified Teachers Includes 2 bilingual certified teachers in Pre-K -Kinder, 4 bilingually certified teachers in first, 3-4 bilingually certified in second, third, fourth and fifth grade. A majority of teachers have completed their 30 basic GT hours and 6 yearly hour update. Student progress is tracked through Istation, Fountas and Pinnell Benchmark System, Phonics Levels, Reflex Math, Imagine Math, Education Galaxy CBA and Benchmark Results, Aware, and Attendance monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students coming into the grade with gaps in the specific TEKS foundation across subject areas. **Root Cause:** Change in mindset and understanding that the focus needs to be on student growth from one tier to the next.

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.

Priority Problem Statements

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- 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

- 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

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, 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
1) Strategy 1: 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	Campus Administrators Social Teachers Social Studies Strategist	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
2) Strategy 2: Effective Reading Strategies in Social Studies: Integrate the application of technology to promote a blended learning environment in social studies classrooms. The following resources will be used but not limited to: Readworks, Epic, Tumblebooks and Social Studies Weekly	2.4, 2.5, 2.6	Campus Administrators Social Studies teachers Social Studies Strategist Campus Secretary	Improved performance for all populations on CBAs and benchmarks.				
Funding Sources: State Comp Ed (SCE) - 0.00							
3) Strategy 3: Provide workshop's and training for the Social Studies Teacher. Attend Social Students PLC's.	2.5	Campus Administrators Social Studies teachers Social Studies Strategist	Improve performance in CBAs and benchmarks.				
Funding Sources: State Comp Ed (SCE) - 0.00							
4) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner Utilize online resources such as: Brainpop, Scholastic News, Pearson Adoption Workbooks TLIM Workbooks	2.4	Campus Administrators Teachers Secretary Instructional Technology Coach Campus Secretary	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Utilize Instructional Coach as needed.				
Funding Sources: State Comp Ed (SCE) - 0.00							
5) Utilize TEKS Resource System and Forethought for instructional planning.	2.4	Campus Administration Instructional Technology Coach	Increase student success. Increase knowledge and usage of TEKS Resource System and Forethought.				
 = 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, 90% or more of Ybarra Students will demonstrate an "Approaches" performance on the STAAR Science tests. A minimum of 43% 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
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. -UTRGV Science -Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events. -Students will have the opportunity to experience in-district or out-of-district educational field trips.	2.4, 2.5, 2.6	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) FOSS Science Kits, Stemscope and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on TEKS Resource System as aligned to TEKS. Utilize and have access to technology resources such as Education Galaxy and Edusmart. Access digital copies of each student textbook and teacher guide, student reproducibles.	2.4	Campus Administration Science strategist Grade level Chair Instructional Technology Coach	Improved performance for all populations on benchmarks and STAAR.				
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 : Motivational Science Ford-Ferrier Science CVP Ford Ferrier Science Stories TEKS Resource Region I trainings TPT Science Penguin Sciende Doodles	2.4, 2.5, 2.6	Campus Administration Classroom Teachers Science Strategiest ITC	Improved performance for all populations on benchmarks and STAAR.				
4) Extended day and Saturday School will be provide for students in 5th grade Science.	2.4, 2.5, 2.6	Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	2.4, 2.5	Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				
6) Edusmart Science and STAARsmart (K-12), Stemscoptes and Digital Subscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies. Build student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities	2.4, 2.6	Campus Administration Science Strategist CIF Science Teacher ITC	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
7) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	2.4, 2.5, 2.6	Campus Administration Science Strategist Science teachers ITC	*Curriculum Based Assessments *District Benchmarks *STAAR assessments				
8) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. Campus PLC representatives by grade level are to be pulled out for collaboration.	2.4, 2.5, 2.6	Science Strategist Campus Admin Science Teachers ITC	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
9) Science Mentors for Grade 5.	2.4, 2.6	Campus Admin Campus Secretary	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner	2.4, 2.6	Campus Administrators Teachers Secretary Campus Technology Coordinator	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Funding Sources: State Comp Ed (SCE) - 0.00							
 = 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, there will be an increase in the number of students who score at the Approaches level on the Math STAAR assessment 85% or higher. A minimum of 33% will demonstrate a "Masters" level performance

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies. *Region 1 * RGVCTM *Step Up to Math	2.4, 2.6	Campus Administration Math Teachers District Strategist	Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR.				
2) Utilize the use of Sharon Wells Math Progress with 3rd-4th grade students.	2.4, 2.5, 2.6	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
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	2.4	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments CBA's, District benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: Utilize the following technology resources to access district curriculum components: Think Through Math, Reasoning Minds (K-2nd), Imagine Math, Brain Pop, Reflex Math, Educational Galaxy, ABC Mouse, Envision Math Pearson, TEKS Resource System and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.	2.4, 2.5, 2.6	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR				
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, Math Warm-Up, Fast Focus, Ultimate Math Workbook, STAAR Master, STAAR Ready, Sharon Wells (3rd-4th), Fast Focus and Countdown to STAAR.	2.4, 2.5, 2.6	Campus Administration Teachers Math Strategist Campus Secretary	Formative Benchmarks and CBAs Summative STAAR Scores				
6) Extended day and Saturday School will be provide for students in Math grades 3rd-5th.	2.4, 2.5, 2.6	Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				
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.	2.4, 2.5	Math Strategist Campus Administration IDC Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
8) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics * Differentiating Instruction * Math Tasks * Number/Math Talks * Power Hour	2.4, 2.5	Math Strategist Campus Administration Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need *Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth)	2.4, 2.6	Math Strategist Campus Administration IDC Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
10) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner	2.4, 2.6	Campus Administrators Campus Secretary Teachers	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Funding Sources: State Comp Ed (SCE) - 0.00							
 = 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 4: By Spring 2020, 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 2020, 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 2020, 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
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.	2.4, 2.5, 2.6	Campus Administrators Teachers ITC	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
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.	2.4, 2.5, 2.6	Campus Administrators Teachers Teacher Assistants	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
3) Provide staff development for teachers on implementation of aligned reading strategies and resources. Epic Tumble Book Istation Guided Reading- Benchmark Assessment IRI Writing Academy SIPPS Pearson Adoption	2.4, 2.5, 2.6	Campus Administrators Teachers ELAR Strategist ITC	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading and Writing. Provide tutoring through Power Hour for students in grades 1st-5th.	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
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)	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
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, Pearson Reading Workbooks, and STAAR Master.	2.4, 2.6	Campus Administration Teachers ELAR Reading Strategist	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
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	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF ITC	Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments				
8) Provide staff development, guidance and support in the area of Guided Reading and provide mentoring and support through Teacher Networking.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF ITC	Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIF ITC	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
10) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY				
11) Provide staff development and support on Istation and Education Galaxy.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	*Istation (Indicators of Student Progress) monthly assessments *myOn usage reports				
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: *Tumble Books * EPIC * Accelerated Reader * TumbleBooks	2.4, 2.5, 2.6	Campus Administration Teachers CIF	Formative Assessments Fountas and Pinnell Testing Summative EOY reading level				
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. Entrance and Exit Tickets 6. Differentiate Instruction	2.4	Campus Administration Teachers CIF ITC	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 ELAR STRATEGIST	SIPPS Assessments Formative Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
15) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner	2.4, 2.6	Campus Administrators Secretary	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Funding Sources: State Comp Ed (SCE) - 0.00							
 = 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 5: At-Risk population will achieve 75% mastery on all STAAR test

Evaluation Data Source(s) 5: District Benchmarks, CBA's, Monitor Weekly lesson, Teacher-Made Test, Fountas and Pinnell Benchmark System, Istation and STAAR Results.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a strong conflict resolution program that promotes positive relationships and student success. Continue with the implementation of the Leader In Me Process.	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.				
2) Create an anti-bullying environment by providing awareness programs for our students.	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.				
3) Counselor will devote 30% of time in the area 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	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.				
4) Implement a strong conflict resolution program that promotes positive relationships and student success.	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.				
5) Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department.	2.6, 3.1, 3.2	Campus Administration Teacher Counselor	A school environment where students are comfortable, feel safe and can focus on learning.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.	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.				
<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 6: By the end of the 2019-2020 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.	2.4, 2.6	Campus Administration Classroom Teacher Counselor	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 *Power Hour	2.4, 2.5, 2.6	Campus Administrators Counselors ITC	Establish strong academic vocabulary foundation for ELL success				
3) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting.	2.4, 2.6	Campus Administrators Teachers Counselors	Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite				
4) Provide staff development opportunities on independent reading, small-group reading, and literature 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 .	2.4, 2.5	Campus Administration Bilingual Department	Professional growth in area of Reading for participants.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide student-choice reading selections through the year	2.4, 2.5, 2.6	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
6) 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.	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.				
7) Teachers in grades K-5th will attend blended learning trainings. Teachers will continue to use blended learning in at least one of the content areas.	2.4, 2.5, 2.6	Campus Admin. IDC Teachers Grade Level Chairs	Teachers CARE Sessions Lesson Plans Walk Through T-Tess				
8) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner	2.4, 2.6	Campus Administrators Campus Secretary	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Funding Sources: State Comp Ed (SCE) - 0.00							
 = 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 7: By May 2020, 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
1) Continue with the implementation of the Barton System and Herman Method and Implement an Orton-Gillingham intervention program with fidelity.	2.4, 2.6	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				
2) Implement accommodations to assist eligible students in reading and writing	2.4, 2.6	Campus Administrators Dyslexia Teacher 504 Administrator General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
3) Implement staff development on instructional strategies to assist in reading and writing	2.4, 2.5, 2.6	Campus Administrators Dyslexia Teacher General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
 = 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 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
1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program.	2.5	Campus Administrators Quest Teacher Teachers	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
2) Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.	2.5	Campus Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
3) Provide hands on and real world experiences for identified gifted students.	2.4	QUEST Teacher Campu Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan				
4) Provide students with educational in- district and out-of-district field trip opportunities.	2.4	QUEST Teacher Campu Administrators Campus Secretary	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
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.	2.5	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  = 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, migrant students will achieve 75% 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
1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th. Provide tutoring in content areas during the school day	2.4, 2.5, 2.6	Campus Administrators Teachers Migrant teacher Instructional Assts.	Curriculum based assessment District Benchmarks STAAR Assessments				
Funding Sources: State Comp Ed (SCE) - 39568.00, Title 1, Part A - 30495.00							
2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.	2.4, 2.5	Campus Administrators Migrant Teacher Teachers Campus Secretary	Curriculum based assessment District Benchmarks STAAR Assessments				
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.	2.4, 2.5, 2.6	Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				
 = 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 will increase student participation in the fine arts.

Evaluation Data Source(s) 10: UIL Events Participation

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will compete and have high level of success in UIL.	2.5	Campus Administrators Teachers	Successful at competitions through individual and group performance.				
2) The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco. ART -Community events/ participation events: *Dia De Los Muertos (Fall) *Birding Festival (Fall) *Rio Grande Valley Western Art Contest (Spring) *WISD K-12 Fiesta 2020 Art Competition (Spring) * 100 Year Art Display Exhibit Music- Community Events Chick-fil- A Christmas Choir *Weslaco 100 years * Fiesta Celebration * Christmas Performance at the PAC * Veteran's Day *5th Grade Graduation	2.5	Campus Administration Art Teacher Music Teacher	Successful at competitions through individual and group performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) The visual arts will work with local arts advocacy groups to promote the arts through shows and competitions. WISD K-12 Fiesta 2020 Art Competition	2.5	Campus Administration Art Teacher	Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.				
4) Students will participate in the Art Club K-5th.	2.5	Campus Administration Art Teacher	Successful at competitions through individual and group performance.				
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	2.5	Campus Administration Art Teacher Campus Secretary	Appreciate Art and be successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.				
<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: 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
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 teachers with: *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources *Student Learning books for all types of readers.	2.4, 2.5	Campus Library Staff Teachers District Library Staff Campus Secretary	Increased usage of library resources and digital media from staff and students. Increased engagement in reading and literacy.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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: *Seasonal Book Displays *Library Lessons *Library Makerspace *Book talks *Special Contests/Events *Book Clubs *Reading/Library Promotions * Seasonal Celebrations *Author's Visits *Distric Events and Initiatives	2.4, 2.5	Campus Library Staff District Library Staff Teachers	Increase of well-rounded and diverse reading selections for all students. Increase in student library usage from low and reluctant readers. Increased library circulation. Update library collection by purchasing new books and weeding outdated material.				
3) Provide students and staff with electronic resources for reading. Accelerated Reader Tumblebooks Destiny Ebooks EPIC Brain Pop Teaching Books.net MackinVIA Region One-Library Database	2.4, 2.5	Teachers Campus Library Staff District Library Staff	Increased usage of reading resources. Student growth in reading and phonics levels. 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. Journey to a Million (AR Board) Increased MyOn usage through contests and certificates (Top MyOn Readers) Improve STAAR Scores. Texas Bluebonnet Wall of Fame				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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: *AR Six Weeks Celebrations *Bulletin Showcase of Students *Certificates *Assemblies *Six Weeks Celebrations *End-of-the Year Field Trip	2.4, 2.5	Campus Librarian Campus Administration Classroom Teachers	Improved STAAR Scores High AR Word counts and points per student. Increased vocabulary Increased usage of EPIC Books and other Ebook resources. Increased library circulation of books.				
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 *Texas Bluebonnet Celebration	2.5	Campus Librarian Campus Administration Classroom Teacher	Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores				
6) Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	2.5	Campus Library Staff Teachers	Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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. Provide teachers and students with fixed and flexible schedules.	2.5	Campus Library Staff Teachers	Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores				
8) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner ipads, ipods, kindles, and tablets	2.4, 2.6	Campus Administrators Teachers Campus Secretary Librarian Campus Technology Coordinator	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Funding Sources: State Comp Ed (SCE) - 69944.00							
 = 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 12: By May 2020, all identified SPED students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

Evaluation Data Source(s) 12: STAAR results, Benchmark and CBA results and Weekly Assessments.

Summative Evaluation 12:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement accommodations to assist eligible students in math, reading and writing.	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.				
2) Provide and implement staff development on instructional strategies to assist in math, reading and writing for Special Education Teachers. * Region One Trainings * Learning ALLY * IEP Training, Accommodations * STAAR Training	2.4, 2.5, 2.6	Campus Administrators Special Ed. Teachers Special Ed Department Campus Secretary	Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, Walk- throughs, T-TESS and STAAR.				
3) Identify SPED students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.	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.				
<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 13: 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) 13: Fitness Test
Classroom Walk-Throughs

Summative Evaluation 13:

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 and 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 (k-5th) * Field Trips *Students VS Staff Games * Tournament Games * Nutrition Presenters *Motivational Speakers * Swimming for 2nd Grade *Panther/Wildcat Relays	2.5	Campus Administration Physical/Health Coach Campus Secretary	Daily lesson plans provide by P.E./Health Coach				
2) 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.	2.5	Campus Administration P.E./Health Coach	Daily lesson plans Fitness Gram				
 = Accomplished  = Continue/Modify  = 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 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
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.	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) Support at the teacher level with implementation of content/ process/ product material from the Innovative Teaching Day in August 2019 and all other technology initiatives.	2.4, 2.5	Campus Administration Teachers District Technology Coordinator IDC	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
3) 100% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and community in this survey.	2.5	Director of Instructional Technology Campus Administration Teachers IDC	Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Toner	2.4, 2.5, 2.6	Campus Administration Teachers Campus Secretary	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							



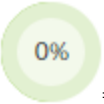

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- EXCEPTIONAL COMMUNITY SERVICE, OPEN COMMUNICATION, AND POSITIVE COLLABORATION FOR STUDENT SUCCESS

Performance Objective 1: 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
1) Ybarra Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)	3.1, 3.2	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities				
Funding Sources: Title 1, Part A - 21117.00							
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.	3.2	Parental Involvement Director 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				
Funding Sources: Title 1, Part A - 21117.00							
3) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3.	3.2	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
Funding Sources: Title 1, Part A - 21117.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide parents the opportunity to pick-up report cards.	3.2	Campus Administration Classroom Teachers					
5) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Facebook and Twitter).	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.				
Funding Sources: Title 1, Part A - 21117.00							
6) Hold STAAR Meeting / Meet the Teacher Night, Book Fairs, Literacy Night and classroom activities. Involve the community in annual Fall Festival, Leadership Day, Literacy Night, Coffee with the Superintendent.	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.				
 = 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: 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
1) Provide mentors and training for new teachers	2.4, 2.6	Campus Administrators Teachers	Mentor assignments Feedback				
2) 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	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				
<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	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. Provide tutoring through Power Hour for students in grades 1st-5th.
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)
1	4	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
1	4	9	Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.
1	6	1	Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.
1	6	3	Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting.
1	7	1	Continue with the implementation of the Barton System and Herman Method and Implement an Orton-Gillingham intervention program with fidelity.
1	7	2	Implement accommodations to assist eligible students in reading and writing
1	8	3	Provide hands on and real world experiences for identified gifted students.
1	8	4	Provide students with educational in- district and out-of-district field trip opportunities.
1	8	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.

Goal	Objective	Strategy	Description
1	9	1	Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th. Provide tutoring in content areas during the school day

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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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
Classroom Teacher	Lizbeth Ramirez	1st Grade Teacher
Administrator	Sonia Closner	CIF
Classroom Teacher	Leticia Mata	GT Teacher
Non-classroom Professional	Ruby Garza	Librarian
Classroom Teacher	Maida Garcia	2nd Grade Teacher
Classroom Teacher	Rosie Alaniz	3rd Grade Teacher
Classroom Teacher	Yvonne Carreon	4th Grade Teacher
Classroom Teacher	Anna Valdez	5th Grade Teacher
Classroom Teacher	Cynthia Caballero	Special Education
Paraprofessional	Ivette Contreras	Campus Secretary
Administrator	Linda Hernandez	Principal

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4		164	\$0.00
1	2	10		164	\$0.00
1	3	10		164	\$0.00
1	4	15		164	\$0.00
1	6	8		164	\$0.00
1	9	1			\$39,568.00
1	11	8		164	\$69,944.00
Sub-Total					\$109,512.00
Budgeted Fund Source Amount					\$307,709.00
+/- Difference					\$198,197.00
Grand Total					\$109,512.00