

# Weslaco Independent School District

## Mario Ybarra Elementary

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1 : STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS	18
Goal 2 : ENGAGING LEARNING ENVIRONMENTS: SAFE, SECURE, DRUG-FREE, TECHNOLOGY-RICH, AND WRITING ENVIRONMENTS DISTRICT-WIDE THAT PROMOTE HIGH PERFORMANCE	69
Goal 3 : PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- EXCEPTIONAL COMMUNITY SERVICE, OPEN COMMUNICATION, AND POSITIVE COLLABORATION FOR STUDENT SUCCESS	72
Goal 4 : PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: HIGH-QUALITY, RESEARCH-BASED TRAINING DEVELOPMENT AND SUPPORT FOR ALL EMPLOYEES	75
Goal 5 : FINANCIAL STRENGTH- Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding	77
State Compensatory	79
Budget for Mario Ybarra Elementary	79
Personnel for Mario Ybarra Elementary	81
Campus Funding Summary	82
Addendums	83

# 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. In 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 44 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 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
- PFC Mario Ybarra Elementary School met the attendance rate with a 97.1 meeting State Standard.

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, Student Journalism/Ybarra Newscast,

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 Learning

## Student Learning 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 plans of action.

**From TEA's 2018-2019 state accountability system PFC Mario Ybarra earned the "Met Standard" accountability rating.**

## MET STANDARD - B SCHOOL

### 3rd Grade Reading

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	71%	71%	70%	68%	0%	100%
Meets	30%	30%	28%	20%	0%	100%
Masters	20%	20%	18%	11%	0%	100%

### 3rd Grade STAAR Math

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	80%	80%	80%	73%	0%	100%

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Meets	37%	37%	36%	32%	0%	80%
Masters	13%	13%	13%	2%	0%	60%

#### 4th Grade Reading

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	83%	83%	82%	77%	0%	100%
Meets	55%	55%	53%	43%	0%	100%
Masters	23%	23%	19%	17%	0%	100%

#### 4th Grade Math

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	84%	84%	83%	80%	0%	100%
Meets	51%	51%	49%	37%	0%	100%
Masters	24%	24%	22%	20%	0%	88%

#### 4th Grade Writing

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	77%	77%	76%	71%	0%	100%
Meets	34%	34%	31%	23%	0%	88%
Masters	9%	10%	8%	11%	0%	50%

#### 5th Grade Reading



Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	80%	80%	79%	80%	33%	100%
Meets	41%	41%	40%	44%	0%	100%
Masters	26%	26%	24%	12%	0%	91%

### **5th Grade Math**

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	93%	93%	93%	85%	56%	100%
Meets	60%	30%	28%	59%	33%	100%
Masters	40%	20%	18%	44%	0%	100%

### **5th Grade Science**

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	86%	86%	84%	85%	33%	100%
Meets	63%	63%	61%	73%	11%	100%
Masters	38%	38%	36%	41%	11%	100%

### **Student Learning Strengths**

1. PFC Mario Ybarra received 6 Distinction Designations in the Texas Academic Performance Report in 2019.
- 2.PFC Mario Ybarra Elementary received a "B" Rating in our Texas Academic Performance Report in 2019.

3. The attendance meets the state ATTENDANCE AT 97.1%.
4. PFC Mario Ybarra Elementary is currently in the third year in the Leader In Me Process.

### **Problem Statements Identifying Student Learning 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 2020. **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 toward 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data



**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- TTESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

# 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 2021, the students will score 85% or higher on the Social Studies CBA's.

**Evaluation Data Sources:** District Assessments, CBA's, Weekly Test and Projects

**Summative Evaluation:** None

**Strategy 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

**Strategy's Expected Result/Impact:** Improved learning opportunities.

**Staff Responsible for Monitoring:** Campus Administrators

Social Teachers

Social Studies Strategist

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

State Comp Ed (SCE)

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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

<div> <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs and benchmarks.</div> <div> <b>Staff Responsible for Monitoring:</b> Campus Administrators  Social Studies teachers  Social Studies Strategist  Campus Secretary</div> <div> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</div> <div> <b>TEA Priorities:</b> None</div> <div> <b>ESF Levers:</b> None</div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<div> <b>Problem Statements:</b> None</div> <div> <b>Funding Sources:</b>  State Comp Ed (SCE)</div>	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Strategy 3: Provide workshop's and training for the Social Studies Teacher. Teachers will attend Social Studies PLC's.

<div> <b>Strategy's Expected Result/Impact:</b> Improve performance in CBAs and benchmarks.</div> <div> <b>Staff Responsible for Monitoring:</b> Campus Administrators  Social Studies teachers  Social Studies Strategist</div> <div> <b>Title I Schoolwide Elements:</b> 2.5</div> <div> <b>TEA Priorities:</b> None</div> <div> <b>ESF Levers:</b> None</div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<div> <b>Problem Statements:</b> None</div> <div> <b>Funding Sources:</b>  State Comp Ed (SCE)</div>	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Purchase the following technology and technology resources for instructional purposes:

Chrombooks and Cart

Desktops

Surface Pro's

Toner

Utilize online resources such as:

Brainpop, Scholastic News, Pearson Adoption Workbooks

TLIM Workbooks

**Strategy's Expected Result/Impact:** Increased student success.  
Increased knowledge and usage of blended learning practices.  
Establish blended learning mentoring relationships.  
Utilize Instructional Coach as needed.

**Staff Responsible for Monitoring:** Campus Administrators  
Teachers  
Secretary  
Instructional Coach  
Campus Secretary

**Title I Schoolwide Elements:** 2.4

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
State Comp Ed (SCE) 164

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Utilize TEKS Resource System and Forethought for instructional planning.

**Strategy's Expected Result/Impact:** Increase student succes.  
Increase knowledge and usage of TEKS Resource System and Forethought.

**Staff Responsible for Monitoring:** Campus Administration  
Instructional Technology Coach  
Teachers

**Title I Schoolwide Elements:** 2.4

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2:** By Spring 2021, 90% or more of Ybarra Students will demonstrate an "Approaches" performance on the STAAR Science tests. A minimum of 33% will demonstrate a "Masters" level performance.

**Evaluation Data Sources:** Benchmarks, CBA's, Monitor Weekly lessons, STAAR results.

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Improved performance for all populations on benchmarks and STAAR.

**Staff Responsible for Monitoring:** Campus Administration

Science strategist

Grade level Chair

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on benchmarks and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Science strategist Grade level Chair Instructional Coach		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 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 (Virtual/Face to Face)  
 Sciende Doodles

<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on benchmarks and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Science Strategiest Instructional Coach		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 4:** Extended day and Saturday School will be provide for students in 5th grade Science.

<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on benchmarks and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 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

**Strategy's Expected Result/Impact:** Improved performance for all populations on benchmarks and STAAR.

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 6:** Edusmart Science and STAARsmart (K-12), Stemscores 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

**Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, Benchmarks, and STAAR.

**Formative**

**Staff Responsible for Monitoring:** Campus Administration

**Nov**

Science Strategist

**Jan**

Science Teacher

**Mar**

Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**Summative**

**TEA Priorities:** None

**Funding Sources:**

**June**

**ESF Levers:** None

None

**Strategy 7:** 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.

**Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, Benchmarks, and STAAR.

**Formative**

**Staff Responsible for Monitoring:** Science Strategist

**Nov**

Campus Admin

**Jan**

Science Teachers

**Mar**

Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**Summative**





**TEA Priorities:** None

**Funding Sources:**

**June**

**ESF Levers:** None

None

<b>Strategy 8:</b> Science Mentors for Grade 5.		
<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, Benchmarks, and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Admin Science Teachers Campus Secretary		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> None		
<b>Strategy 9:</b> Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Surface Pro's Desktops Laptops Toner		
<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Secretary Instructional Coach		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> State Comp Ed (SCE) 164		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		

**Performance Objective 3:** By Spring 2021, 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 Sources:** District Math Test, CBAs, Monitor Weekly lessons, Teacher-Made Test, Imagine Math and STAAR Results.

**Summative Evaluation:** None

**Strategy 1:** Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies.

- \*Region 1
- \* RGVCTM
- \*Step Up to Math
- \* Imagine Math
- \*Reflex Math

**Strategy's Expected Result/Impact:** Increased performance of students on assessment on assessments  
District Benchmarks, CBA's and STAAR.

**Staff Responsible for Monitoring:** Campus Administration  
Math Teachers  
District Strategist

**Title I Schoolwide Elements:** 2.4, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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

**Strategy's Expected Result/Impact:** Increased performance of students on assessment on assessments CBA's, District benchmarks and STAAR.

**Staff Responsible for Monitoring:** Math Strategist  
Campus Administration  
Math Teachers

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** 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: Imagine Math (K-5th), 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.

**Strategy's Expected Result/Impact:** Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR

**Staff Responsible for Monitoring:** Math Strategist  
Campus Administration  
Math Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Students in 3rd to 5th grade will increase their math comprehension through use STAAR Resources such as but not limited to Envision Math, Countdown to Math, Motivational Math, Math Warm-Up, Fast Focus, Ultimate Math Workbook, STAAR Master, STAAR Ready, Fast Focus and Countdown to STAAR.

<b>Strategy's Expected Result/Impact:</b> Formative Benchmarks and CBAs Summative STAAR Scores  <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Math Strategist Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

**Strategy 5:** Extended day and Saturday School will be provided for students in Math grades 3rd-5th - Second Semester.

<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on benchmarks and STAAR.  <b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

<b>Strategy 6:</b> 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			
<b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments Curriculum Based Assessments,District Benchmarks and STAAR.  <b>Staff Responsible for Monitoring:</b> Math Strategist Campus Administration Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>
<b>Strategy 7:</b> 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) * Reflex Math			
<b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments Curriculum Based Assessments,District Benchmarks and STAAR.  <b>Staff Responsible for Monitoring:</b> Math Strategist Campus Administration Instructional Coach Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>

<b>Strategy 8:</b> Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Surface Pro's Desktops Laptops Toner			
<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.  <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Secretary Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None		<b>Formative</b>	
		<b>Nov</b>	
		<b>Jan</b>	
		<b>Mar</b>	
		<b>Summative</b>	
		<b>June</b>	
<b>Problem Statements:</b> None			
<b>Funding Sources:</b> State Comp Ed (SCE) 164			
<b>Strategy 9:</b> The assistance of the Security Guard will be needed during Extended Day and Saturday School for Second Semester.			
<b>Strategy's Expected Result/Impact:</b> Increase school security during Extended Day and Saturday School.  <b>Staff Responsible for Monitoring:</b> Campus Administraton Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None		<b>Formative</b>	
		<b>Nov</b>	
		<b>Jan</b>	
		<b>Mar</b>	
		<b>Summative</b>	
		<b>June</b>	
<b>Problem Statements:</b> None			
<b>Funding Sources:</b> None			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

**Performance Objective 4:** By Spring 2021, there will be an increase in the number of students who score at the Approaches level on the Reading STAAR assessment 84% or higher. By Spring 2021, there will be an increase in the number of students who score at the Approaches level on the Writing STAAR assessment 83% or higher. By Spring 2021, there will be an increase in the number of students who are reading on level (K-2) on I.R.I. assessment 80% or higher.

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

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Performance on the Reading and Writing assessments will improve:  
 \* Curriculum Based Assessments  
 \* District Benchmarks  
 \* STAAR Assessments

**Staff Responsible for Monitoring:** Campus Administrators  
 Teachers  
 Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Problem Statements:** None

**Funding Sources:**  
 None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



<b>Strategy 2:</b> Provide staff development for teachers on the implementation of aligned reading strategies and resources: Epic Tumble Book Istation Guided Reading- Benchmark Assessment (Fountas and Pinnell Benchmark Assessment) Writing Academy SIPPS Pearson My View Adoption Education Galaxy		
<b>Strategy's Expected Result/Impact:</b> Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers ELAR Strategist Instructional Coach		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

**Strategy 3:** 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. (Second Semester)

**Strategy's Expected Result/Impact:** Performance on the Writing assessments will improve:

- \* Curriculum Based Assessments
- \* District Benchmarks
- \* STAAR Assessments

**Staff Responsible for Monitoring:** Campus Administrators  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Promote writing across all grade levels.

Writer of the Month (K-5th)

Quick Write block time (K-5th)

Composition Portfolios

**Strategy's Expected Result/Impact:** Performance on the Writing assessments will improve:

- \* Curriculum Based Assessments
- \* District Benchmarks
- \* STAAR Assessments

**Staff Responsible for Monitoring:** Campus  
Administrators  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** 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.

<b>Strategy's Expected Result/Impact:</b> Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments  <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers ELAR Reading Strategist  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Problem Statements:</b> None		
<b>Funding Sources:</b> None		

<b>Strategy 6:</b> 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		
<b>Strategy's Expected Result/Impact:</b> Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> ELAR Strategist ELAR CIF Instructional Coach		<b>Summative</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>
<b>ESF Levers:</b> None		None
<b>Comprehensive Support Strategy</b>		

**Strategy 7:** Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.

**Strategy's Expected Result/Impact:** Performance on the Reading and Writing assessments will improve:

- \*Curriculum Based Assessments
- \*District Benchmarks
- \*STAAR assessments

**Staff Responsible for Monitoring:** ELAR Strategist  
ELAR CIF  
Instructional Coach

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 8:</b> 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		
<b>Strategy's Expected Result/Impact:</b> Formative Assessments Fountas and Pinnell Testing Summative EOY reading level  <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers CIF  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
	<b>Summative</b>	
	<b>June</b>	
	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> None	

<b>Strategy 9:</b> Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance. <ol style="list-style-type: none"> <li>1. Foldables</li> <li>2. Collaborative Group Activities</li> <li>3. Book Projects</li> <li>4. Blend Space/Blended Learning</li> <li>5. Entrance and Exit Tickets</li> <li>6. Differentiate Instruction</li> </ol>		
<b>Strategy's Expected Result/Impact:</b> Formative Assessments Projects Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments	<b>Formative</b>	
	<b>Nov</b>	
	<b>Jan</b>	
	<b>Mar</b>	
		<b>Summative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Teachers CIF Instructional Coach		<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	

<b>Strategy 10:</b> Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Surface Pro's Laptops Desktops Toner			
<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.			<b>Formative</b>
			<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Secretary			<b>Jan</b>
			<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6		<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>	
<b>ESF Levers:</b> None		State Comp Ed (SCE) 164	
			<b>Summative</b>
			<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			



**Performance Objective 5:** At-Risk population will achieve 78% approaches on all STAAR tests.

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

**Summative Evaluation:** None

**Strategy 1:** Implement a strong conflict resolution program that promotes positive relationships and student success. Continue with the implementation of the Leader In Me Process.

**Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and aggressively pursue a college degree.

**Staff Responsible for Monitoring:** Administration  
Counselor  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Create an anti-bullying environment by providing awareness programs for our students.

**Strategy's Expected Result/Impact:** A school environment where students are comfortable, feel safe and can focus on learning.

**Staff Responsible for Monitoring:** Administration  
Counselor  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.6, 3.1, 3.2

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Campus

Administrators

Teachers

Counselors

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Implement a strong conflict resolution program that promotes positive relationships and student success.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Campus Administration

Teacher

Counselor

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 5:</b> Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department.				
<b>Strategy's Expected Result/Impact:</b> A school environment where students are comfortable, feel safe and can focus on learning.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Campus Administration Teacher Counselor			<b>Nov</b>	
			<b>Jan</b>	
			<b>Mar</b>	
<b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
<b>Strategy 6:</b> Increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.				
<b>Strategy's Expected Result/Impact:</b> 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.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Campus Administration Teacher Counselor			<b>Nov</b>	
			<b>Jan</b>	
			<b>Mar</b>	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
<b>Strategy 7:</b> The assistance of the Security Guard will be needed during Extended Day and Saturday School.				
<b>Strategy's Expected Result/Impact:</b> Increase school security during Extended Day and Saturday School.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Campus Administraton Campus Secretary			<b>Nov</b>	
			<b>Jan</b>	
			<b>Mar</b>	
<b>Title I Schoolwide Elements:</b> 2.5		<b>Problem Statements:</b> None		
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>		
<b>ESF Levers:</b> None		None		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**Performance Objective 6:** By the end of the 2020-2021 school year, the percentage of EL students who score at the approaches level on STAAR: Reading in 3rd grade will be at 80%, 4th grade will be 86 % and 5th grade at 87%. STAAR Math Approaches Grade Level Scores will be at 3rd grade 85%, 4th grade at 89% and 5th grade at 90%. STAAR Writing Approaches Grade Level Scores will be for 4th grade at 83%. STAAR Science Approaches Grade Level will be at 90%.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.	
<b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency level of all ELLs and increase percentage in attainment of Advanced High TELPAS composite  <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teacher Counselor  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None  <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 2:** Implement model strategies to help LEP students:

- \* small group discussions
- \* peer tutoring
- \* use of graphic organizers
- \* vocabulary instruction
- \*Power Hour

**Strategy's Expected Result/Impact:** Establish strong academic vocabulary foundation for ELL success

**Staff Responsible for Monitoring:** Campus  
Administrators  
Counselors  
ITC

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting.

**Strategy's Expected Result/Impact:** Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite

**Staff Responsible for Monitoring:** Campus  
Administrators  
Teachers  
Counselors

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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, K-12 Summit, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies .

<b>Strategy's Expected Result/Impact:</b> Professional growth in area of Reading for participants.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Bilingual Department		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> None		

**Strategy 5:** Provide student-choice reading selections through the year

<b>Strategy's Expected Result/Impact:</b> Increase independent reading levels of all students		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> None		

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Establish strong academic vocabulary foundation for ELL success. <b>Staff Responsible for Monitoring:</b> Campus Admin, Social Studies Strategist, Bilingual/ESL Director, S. S. Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Teachers CARE Sessions Lesson Plans Walk Through T-Tess <b>Staff Responsible for Monitoring:</b> Campus Admin. IDC Teachers Grade Level Chairs <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 8:** Purchase the following technology and technology resources for instructional purposes:

Chrombooks and Cart  
Surface Pro's  
Desktops  
Laptops  
Toner

**Strategy's Expected Result/Impact:** Increased student success.  
Increased knowledge and usage of blended learning practices.  
Establish blended learning mentoring relationships.

**Staff Responsible for Monitoring:** Campus Administrators  
Campus Secretary

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

State Comp Ed (SCE) 164

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 9:** Purchase K-12 Summit to Accelerate Achievement, Growth and close the GAPS in: K-12th Grade ELAR and K-12th Grade English Language Development.

**Strategy's Expected Result/Impact:** Increase TELPAS Scores  
Cross-curricular content and literacy development  
Supports Blended Learning models  
Student Achievement on STAAR and TELPAS  
Student Growth on STAAR and TELPAS  
Closing the GAPS with EL and SPED sub-populations

**Staff Responsible for Monitoring:** Campus Administration  
Counselor  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue



**Performance Objective 7:** By May 2021, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

**Evaluation Data Sources:** STAAR results, Benchmark and CBA results

**Summative Evaluation:** None

**Strategy 1:** Continue with the implementation of the Barton System and Herman Method and Implement an Orton-Gillingham intervention program with fidelity.

**Strategy's Expected Result/Impact:** Reading and Writing Benchmarks and CBA's  
Six Weeks' Progress Reports, Progress Monitoring through  
easyCBM reports  
Reading and Writing STAAR

**Staff Responsible for Monitoring:** Dyslexia Teacher  
Campus  
Administrators  
Classroom Teacher

**Title I Schoolwide Elements:** 2.4, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

Strategy 2: Implement accommodations to assist eligible students in reading and writing				
<div>Strategy's Expected Result/Impact: Benchmark scores Six Weeks' progress report Reading and Writing STAAR</div> <div>Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher 504 Administrator General Ed. Teacher</div> <div>Title I Schoolwide Elements: 2.4, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Comprehensive Support Strategy</div>			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
<div>Problem Statements: None</div>				
<div>Funding Sources: None</div>				
Strategy 3: Implement staff development on instructional strategies to assist in reading and writing				
<div>Strategy's Expected Result/Impact: Benchmark scores Six Weeks' progress report Reading and Writing STAAR</div> <div>Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher General Ed. Teacher</div> <div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div>			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
<div>Problem Statements: None</div>				
<div>Funding Sources: None</div>				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

**Performance Objective 8:** All student populations will achieve 100% mastery "Approaches" on all STAAR and increase in both "Meets" and "Masters" performance.

**Evaluation Data Sources:** 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:** None

<b>Strategy 1:</b> Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students.	
<b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers that are in compliance with the Texas State Plan.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.	
<b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers that are in compliance with the Texas State Plan.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

<b>Strategy 3:</b> Provide hands on and real world experiences for identified gifted students.		
<b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers that are in compliance with the Texas State Plan		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 4:</b> Provide students with educational in- district and out-of-district field trip opportunities.		
<b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers that are in compliance with the Texas State Plan.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Secretary		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Strategy 5:</b> Monitor to ensure that 100% of the classroom teachers, counselors, and administration have received training in the Nature and Needs Assessment of gifted students.		
<b>Strategy's Expected Result/Impact:</b> 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.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campu Administrators Advanced Academics Coordinator		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 9:** By Spring 2021, migrant students will achieve 80% mastery in Reading and Math STAAR.

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

**Summative Evaluation:** None

**Strategy 1:** Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th.

Provide tutoring in content areas during the school day

**Strategy's Expected Result/Impact:** Curriculum based assessment

District Benchmarks

STAAR Assessments

**Staff Responsible for Monitoring:** Campus

Administrators

Teachers

Migrant teacher

Instructional Assts.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Problem Statements:** None

**Funding Sources:**

State Comp Ed (SCE) \$39,568

Title 1, Part A \$30,495

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 2:</b> All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.				
<b>Strategy's Expected Result/Impact:</b> Curriculum based assessment District Benchmarks STAAR Assessments  <b>Staff Responsible for Monitoring:</b> Campus Administrators Migrant Teacher Teachers Campus Secretary  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Problem Statements:</b> None				
<b>Funding Sources:</b> None				
<b>Strategy 3:</b> The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.				
<b>Strategy's Expected Result/Impact:</b> 3 week progress reports Summative: 6 week progress report cards  <b>Staff Responsible for Monitoring:</b> Administration Migrant Teacher Assistant Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Problem Statements:</b> None				
<b>Funding Sources:</b> None				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Performance Objective 10:** The Fine Arts will increase student participation in the fine arts.

**Evaluation Data Sources:** UIL Events Participation

**Summative Evaluation:** None

<b>Strategy 1:</b> Students will compete and have high level of success in UIL.		
<b>Strategy's Expected Result/Impact:</b> Successful at competitions through individual and group performance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>



**Strategy 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:

\* Rio Grande Valley Western Art Contest (Spring)

\*WISD K-12 Fiesta 2020 Art Competition (Spring)

Music- Community Events

\* Fiesta Celebration

\* Christmas Performance at the PAC

\* Veteran's Day

\*5th Grade Graduation

**Strategy's Expected Result/Impact:** Successful at competitions through individual and group performance

**Staff Responsible for Monitoring:** Campus Administration

Art Teacher

Music Teacher

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** The visual arts will work with local arts advocacy groups to promote the arts through shows and competitions.

WISD K-12 Fiesta 2021 Art Competition

**Strategy's Expected Result/Impact:** Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.

**Staff Responsible for Monitoring:** Campus Administration

Art Teacher

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** 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 through Virtual Fieldtrips/Face to Face.

- \*Museums
- \*Art Exhibits
- \*Art Events

<b>Strategy's Expected Result/Impact:</b> Appreciate Art and be successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year.		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration Art Teacher Campus Secretary		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

**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 Sources:** STAAR scores, student grades, and Accelerated Reader reports and Stats.

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Increased usage of library resources and digital media from staff and students.

Increased engagement in reading and literacy.

**Staff Responsible for Monitoring:** Campus Library Staff

Teachers

District Library Staff

Campus Secretary

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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
- \*Virtual Library Lessons
- \*Library Makerspace
- \*Book talks
- \*Special Contests/Events
- \*Book Clubs
- \*Reading/Library Promotions
- \* Seasonal Celebrations
- \*Author's Visits
- \*District Events and Initiatives

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Campus Library Staff  
 District Library Staff  
 Teachers

**Title I Schoolwide Elements:** 2.4, 2.5

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
 None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** Teachers

Campus Library Staff

District Library Staff

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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

<p><b>Strategy's Expected Result/Impact:</b> Improved STAAR Scores High AR Word counts and points per student.</p> <p>Increased vocabulary</p> <p>Increased usage of EPIC Books and other Ebook resources.</p> <p>Increased library circulation of books.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Librarian Campus Administration Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Problem Statements:</b> None		
<b>Funding Sources:</b> None		

**Strategy 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

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** Campus Librarian

Campus

Administration

Classroom Teacher

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.

<b>Strategy's Expected Result/Impact:</b> 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	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Library Staff Teachers  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> 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	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Library Staff Teachers  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	



<b>Strategy 8:</b> Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Surface Pro's Desktops Laptops Toner			
<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.  <b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers Campus Secretary Librarian Campus Technology Coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>
<b>Problem Statements:</b> None			
<b>Funding Sources:</b> State Comp Ed (SCE) 164 \$69,944			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>			

**Performance Objective 12:** By May 2021, all identified SPED students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

**Evaluation Data Sources:** STAAR results, Benchmark and CBA results and Weekly Assessments.

**Summative Evaluation:** None

Strategy 1: Implement accommodations to assist eligible students in math,reading and writing.			
Strategy's Expected Result/Impact: Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through EasyCBM reports, walk- throughs, T-TESS and STAAR.			Formative
			Nov
			Jan
Staff Responsible for Monitoring: Campus Administration Classroom Teacher Resource Teacher			Mar
			Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None		
TEA Priorities: None	Funding Sources:		
ESF Levers: None	None		
			June

**Strategy 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

**Strategy's Expected Result/Impact:** Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring Easy CBM, Walk- throughs, T-TESS and STAAR.

**Staff Responsible for Monitoring:** Campus Administrators  
Special Ed. Teachers  
Special Ed Department  
Campus Secretary

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Identify SPED students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.

**Strategy's Expected Result/Impact:** Increase of student performance on state assessment or any other instructional program implemented.

**Staff Responsible for Monitoring:** Campus Administration

ARD Committees

SPED Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**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 Sources:** Fitness Test  
Classroom Walk-Throughs

**Summative Evaluation:** None

**Strategy 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:

\* Nutrition Presenters

\*Motivational Speakers

**Strategy's Expected Result/Impact:** Daily lesson plans provide by P.E./Health Coach

**Staff Responsible for Monitoring:** Campus Administration

Physical/Health Coach

Campus Secretary

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 2:</b> 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.			
<b>Strategy's Expected Result/Impact:</b> Daily lesson plans Fitness Gram  <b>Staff Responsible for Monitoring:</b> Campus Administration  P.E./Health Coach  <b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None			<b>Summative</b>
			<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**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 Sources:** 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:** None

<b>Strategy 1:</b> 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.		
<b>Strategy's Expected Result/Impact:</b> Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc. behaviors. Family and Community engagement with digital citizenship conversations at home. <hr/> <b>Staff Responsible for Monitoring:</b> Campus Administration  ITC  Teachers  <hr/> <b>Title I Schoolwide Elements:</b> 3.1 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>

**Strategy 2:** Support at the teacher level with implementation of content/ process/ product material from the Innovative Teaching Day in August 2020 and all other technology initiatives.

<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.  <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers District Technology Coordinator ITC	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

**Strategy 3:** 100% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and community in this survey.

<b>Strategy's Expected Result/Impact:</b> Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility.  <b>Staff Responsible for Monitoring:</b> Director of Instructional Technology Campus Administration Teachers IDC	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.5  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

<b>Strategy 4:</b> Purchase the following technology and technology resources for instructional purposes: Chrombooks and Cart Surface Pro's Desktops Laptops Toner			
<b>Strategy's Expected Result/Impact:</b> Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. <hr/> <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Campus Secretary <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None			<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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 Sources:** Sign-In's, Annual Health Fair and Volunteer Logs, Phone logs.

**Summative Evaluation:** None

**Strategy 1:** Ybarra Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)

<b>Strategy's Expected Result/Impact:</b> When parents are engaged and participates in campus activities		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Community Aide Counselors Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	Title 1, Part A \$21,117	

**Strategy 2:** Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.

<p><b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate with campus events / activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony</p> <p><b>Staff Responsible for Monitoring:</b> Parental Involvement Director</p> <p>Campus Principal &amp; Administration</p> <p>Community Aide</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title 1, Part A \$21,117</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3.

<p><b>Strategy's Expected Result/Impact:</b> When parents are engaged and participates in campus activities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Community Aide Counselors Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Title 1, Part A \$21,117</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

<b>Strategy 4:</b> Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Facebook and Twitter).				
<b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Administrators Community Aide Counselors Teachers  <b>Title I Schoolwide Elements:</b> 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Strategy 5:</b> Hold STAAR Meeting / Meet the Teacher Night, Book Fairs, Report Card Pick-Up, Literacy Night and classroom activities. (Virtual/Face-to-Face)  Involve the community in annual Fall Festival, Leadership Day, Literacy Night, Coffee with the Superintendent.				
<b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Administrators Community Aide Counselors Teachers  <b>Title I Schoolwide Elements:</b> 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**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 Sources:** Eduphoria and sign-in sheets

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide mentors and training for new teachers		
<b>Strategy's Expected Result/Impact:</b> Mentor assignments Feedback		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 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

**Strategy's Expected Result/Impact:** Formative:

CARE Sessions

Lesson Plans

Walk Through

T-Tess

Student Learning Objective

Summative:

STAAR

PLC Training

Grade Level Meetings

**Staff Responsible for Monitoring:** Administration

Teachers

Language Arts

Strategists

Bilingual Director

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** FINANCIAL STRENGTH- Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding

# State Compensatory

## Budget for Mario Ybarra Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,644.00
164.13.6119.00.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$72,168.00
164.11.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	\$57,640.00
164.23.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	\$30,212.00
164.11.6141.00.117.8.30	6141 Social Security/Medicare	\$836.00
164.11.6141.27.117.8.30	6141 Social Security/Medicare	\$865.00
164.13.6141.00.117.8.30	6141 Social Security/Medicare	\$1,046.00
164.11.6142.00.117.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.11.6142.27.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.23.6142.00.117.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.117.8.30	6143 Workers' Compensation	\$173.00
164.11.6143.27.117.8.30	6143 Workers' Compensation	\$179.00
164.13.6143.00.117.8.30	6143 Workers' Compensation	\$217.00
164.23.6143.00.117.8.30	6143 Workers' Compensation	\$91.00
164.11.6145.00.117.8.30	6145 Unemployment Compensation	\$52.00
164.11.6145.27.117.8.30	6145 Unemployment Compensation	\$54.00
164.13.6145.00.117.8.30	6145 Unemployment Compensation	\$65.00
164.23.6145.00.117.8.30	6145 Unemployment Compensation	\$27.00
164.11.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	\$1,610.00
164.11.6146.27.117.8.30	6146 Teacher Retirement/TRS Care	\$2,387.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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
<b>6100 Subtotal:</b>		<b>\$264,244.00</b>
6200 Professional and Contracted Services		
164.13.6219.57.117.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
6300 Supplies and Services		
164.11.6399.00.117.8.30	6399 General Supplies	\$18,750.00
<b>6300 Subtotal:</b>		<b>\$18,750.00</b>



## 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 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	9		164	\$0.00
1	3	8		164	\$0.00
1	4	10		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					\$316,963.00
+/- Difference					\$207,451.00
Grand Total					\$109,512.00

# Addendums

## PFC Mario YBARRA STAAR Results

### 3rd Grade Reading

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	71%	71%	70%	68%	0%	100%
Meets	30%	30%	28%	20%	0%	100%
Masters	20%	20%	18%	11%	0%	100%

### 3rd Grade Math

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	80%	80%	80%	73%	0%	100%
Meets	37%	37%	36%	32%	0%	80%
Masters	13%	13%	13%	2%	0%	60%

### 4th Grade Reading

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	83%	83%	82%	77%	0%	100%
Meets	55%	55%	53%	43%	0%	100%
Masters	23%	23%	19%	17%	0%	100%

### 4th Grade Math

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	84%	84%	83%	80%	0%	100%
Meets	51%	51%	49%	37%	0%	100%
Masters	24%	24%	22%	20%	0%	88%

### 4th Grade Writing

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	77%	77%	76%	71%	0%	100%
Meets	34%	34%	31%	23%	0%	88%
Masters	9%	10%	8%	11%	0%	50%

### 5th Grade Reading

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	80%	80%	79%	80%	33%	100%
Meets	41%	41%	40%	44%	0%	100%
Masters	26%	26%	24%	12%	0%	91%

## 5th Grade Math

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	93%	93%	93%	85%	56%	100%
Meets	60%	30%	28%	59%	33%	100%
Masters	40%	20%	18%	44%	0%	100%

## 5th Grade Science

Students	All	Hispanic	ECO DIS	EL	SPED	GT
Approaches	86%	86%	84%	85%	33%	100%
Meets	63%	63%	61%	73%	11%	100%
Masters	38%	38%	36%	41%	11%	100%