

Weslaco Independent School District

A.N. Rico Elementary

Improvement Plan

2020-2021

A.N. (Tony) Rico Elementary School



Mission Statement

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

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

Vision

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

Value Statement

We will operate together as a learning community by demonstrating:

- Mutual Respect
- Respectful Listening
- Collaboration
- Cooperation

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1 : STUDENT SUCCESS/LITERACY FOCUS: High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.	13
Goal 2 : ENGAGING LEARNING ENVIRONMENTS:Safe, Secure, Drug-Free, Technology-Rich, and Inviting Environments District-Wide that Promote High Performance.	66
Goal 3 : PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS:Exceptional Community Service, Open Communication, and Positive Collaboration for Student Success.	70
Goal 4 : PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High- Quality,Research- Based Training Development and Support for all Employees.	77
Goal 5 : FINANCIAL STRENGTH: Strategic Planning, Management, Accountability, and Transparent Financial Stewardship to Optimize Federal, State, and Local Funding.	81
State Compensatory	83
Personnel for A.N. Rico Elementary	83
Campus Funding Summary	84
Addendums	85

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

The students and staff at A.N. (Tony) Rico are currently starting our 5th year in The Leader in Me Coaching and we continue to focus on the Family component to focus on the increase participation of the family at our campus.

A.N. (Tony) Rico Elementary is located 8 miles north of the Mexican Border. Rico's population of 2018-2019 was 841 students of which 100% are Hispanic and 0% are white. Of those students 93% are Economically Disadvantaged and 82% are At-Risk. Other demographic information includes 39% Limited English Proficient, 7% Special Education, 4% Gifted and Talented and 2% Migrant.

A.N. (Tony) Rico Elementary is in its 5th year as a Leader in Me School. As a school wide initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the halls of Rico Elementary. Upon entering our campus, our vision and mission statements are clearly posted. Visitors will also see several bulletin board that exemplify the 7 Habits.

We have a total of 40 classroom teachers, 12 other professional staff and 12 paraprofessional staff. Our current student enrollment is 781 and our mobility rate is 13.6%.

According to the most recent 2017-2018 TAPR Report, teachers serving the district are 96.8% Hispanic, beginning teachers account for 6.8 years of experience, 1-5 years teachers account for 10.7%, teachers with 6-10 years experience account for 10.8%, 11-20 years account for 49.5% of teachers, and teachers with over 20 years experience account for 29%. The average years of overall experience is 16.6 years, while the average years of experience within

the district is 15.4 years.

Demographics Strengths

- Distinction Designation Earned in Science for the 2015-2016, 2016-2017 & 2017-2018, 2018-2019 school years.
- Distinction Designation Earned in Postsecondary Readiness for the 2017-2018 school year.
- A. N. (Tony) Rico Elementary School is a Leader In Me campus beginning its fifth year of implementation.
- A. N. (Tony) Rico Elementary School will continue to integrate technology. (Blended Learning)
- 30 of classroom teachers are Bilingual certified
- 49% of our teachers have 11-20 years of experience

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Our campus had 41 % of ELL students at approaches, 17% at Meets and 0 % at masters for the STAAR Writing assessment. **Root Cause:** Writing Vertical Alignment needs to take place to have a

Problem Statement 3: Our current campus enrollment has decreased from one year to the next. **Root Cause:** We need to recruit students to our campus through outreach activities.

Student Learning

Student Learning Summary

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

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

Domain 1 - Student Achievement - Our scaled score equaled to 77.

Domain II, Part A - Academic Growth - Our scaled score equaled to 83.

Domain II, Part B - Relative Performance - Our scaled score equaled to 85.

Domain III - Closing the Gaps - Our scaled score equaled to 77. Our overall STAAR test results are shown below:

A.N (Tony) Rico Elementary School earned a "MET STANDARD" rating.

MET STANDARD - B RATING SCHOOL (83)

ALL SUBJECTS

APPROACHES

MEETS

MASTERS

3rd Reading	78%	32%	16%
3rd Math	86%	60%	25%
4th Reading	68%	34%	18%
4th Math	66%	28%	15%
4th Writing	58%	30%	6%
5th Reading	92%	55%	26%
5th Math	93%	59%	34%
5th Science	85%	64%	33%

Student Learning Strengths

1. A.N. (Tony) Rico Elementary School received one Distinction Designation in Science.
2. A.N. (Tony) Rico Elementary School is a Leader in Me Campus beginning its fifth year of implementation.
3. A.N. (Tony) Rico Elementary has implemented Integration of Technology (Blended Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 41% of our ELL students received an "Approaches Grade Level" on the STAAR Writing assessment. **Root Cause:** Teachers need have vertical alignment meetings to implement a holistic approach to writing across the grade levels.

Problem Statement 2: We did not meet Reading target for all students on closing the gap. **Root Cause:** Teachers need to have vertical alignment meetings to review TEKS and plan purposeful activities.

Problem Statement 3: We did not meet English Language Proficiency Status. The target was a 36 and our score was a 29. **Root Cause:** Teachers need to differentiate instruction for the ELL students. Students need consistent opportunities to engage in activities targeted with Listening, Speaking, Reading and

Writing.

Problem Statement 4: Approximately 41% of students (1st-5th grade) are reading below level. **Root Cause:** Teachers need to be able to work in small group and 1:1 to increase reading levels.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Strengths

1. TEKS Resource System
2. Differentiated Vertical Alignment Teams by Content Area
3. RTI Implementation for 1st- 5th
4. Data Tracking by using color bands and WIGs
5. Instructional Technology Coach
6. Teachers attend District PLC's

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A.N. (Tony) Rico attendance was at 96.8 % for 2018-2019 school year. **Root Cause:** A.N. (Tony) Rico students are missing our instruction due their excessive absences.

Problem Statement 2: There is a need for purposeful planning grade level planning among PK-5th teachers in order to differentiate instruction for students. **Root Cause:** Teachers lack time for meet with their team to plan purposeful lessons.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Proactive Discipline - Continue Implementing the Leader In Me Habits **Root Cause:** Lack of follow through with the Leader In Me Habits

Problem Statement 2: Low student attendance rate **Root Cause:** Lack of teaching the importance of attending school everyday to parents/guardians.

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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

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

Performance Objective 1: By Spring 2020, all Rico students in Kindergarten through 5th Grade will achieve 80% Mastery on Social Studies TEKS Objectives.

Evaluation Data Sources: District Assessments
Classroom Assessments

Summative Evaluation: None

Strategy 1: Effective Reading Strategies in Social Studies Integrate the application of technology to promote a blended learning environment in social studies classrooms.

Strategy's Expected Result/Impact: Improved performance for all populations.

Staff Responsible for Monitoring: Campus Administrators
Classroom 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 2: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):

- *Concepts History
- *Geography
- *Economics
- *Government
- *Citizenship
- *Culture
- *Science, Technology and Society

Strategy's Expected Result/Impact: Improved learning opportunities.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 3: Analyze CBA's and Writing Prompts, CLI, I-Station, and Benchmark results using colorbands to modify classroom instruction to meet students' needs. Campus offers parent meetings such as report card pick-up, STAAR meetings and all communication is done in English and Spanish.

Strategy's Expected Result/Impact: Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Campus Administration Classroom Pre-k thru 5th GradeTeachers		Summative
Title I Schoolwide Elements: 2.4, 3.1, 3.2	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 4: Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.

Strategy's Expected Result/Impact: Improved learning opportunities.		Formative
Staff Responsible for Monitoring: Campus Administration Classroom Teachers Library Staff		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		

Strategy 5: Provide additional staff development to enhance instruction.

Strategy's Expected Result/Impact: Improved learning opportunities.		Formative
Staff Responsible for Monitoring: Campus Administration Social Studies Strategist Consultants		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Improve low-performing schools		Summative
Funding Sources: Title 1, Part A		June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 6: Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/ Sequence to maintain alignment to state standards and assessments in order to meet federal and state mandate.

Strategy's Expected Result/Impact: Improved learning opportunities. Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric <hr/> Staff Responsible for Monitoring: Campus Administration Social Studies Strategist Consultants <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

Strategy 7: Campus events and meetings such as Leader In Me Celebrations promoting parent involvement and students learning social skills in classrooms.

Strategy's Expected Result/Impact: Improve Social Skills Well Rounded Student <hr/> Staff Responsible for Monitoring: Campus Administration Teacher Counselors <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: Connect high school to career and college <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2: By Spring 2020 Rico Students will reach 90% Approaches, 60% Meets, and 30% Masters Performance on the STAAR Science Assessment.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Meet with campus staff to review student data, progress monitoring, and effective instructional practices with an emphasis on Science.	
Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.	Formative
Staff Responsible for Monitoring: Campus Administration Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

Strategy 2: Provide resources, support and additional staff development in Science opportunities for grades K-5 to improve student performance. Provide Staff Development, Trainings, Conferences for teachers, paraprofessionals and support staff in the area of Science, such as:
 PLC- Science Strategies
 RGVSA- Science Conference
 FOSS Textbook
 Develop/ Review Scope and Sequence with Science Strategist

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Classroom Teachers Consultants Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 3: Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Classroom Teachers Library Staff Title I Schoolwide Elements: 2.5, 2.6 TEA Priorities: Improve low-performing schools ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 4: Provide instructional resources and training in order to support science academic vocabulary and higher level questioning for grades K-5 with a focus on English Language Learners.
 * Science STAAR Master

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.		Formative
Staff Responsible for Monitoring: Campus Administration Classroom Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Summative
Funding Sources: State Bilingual/ESL		June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 5: Analyze CBA & Benchmark results using colorbands to modify classroom instruction to meet student needs.

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR		Formative
Staff Responsible for Monitoring: Campus Administration Classroom Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: Connect high school to career and college, Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 6: Disseminate information to teachers through Science Networking meetings and Science PLC's.

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

Staff Responsible for Monitoring: Campus Administration
Science Strategist
Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
General Fund

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan

Mar

Summative

June

Strategy 7: Continue implementation of a Campus Science Fair for Kindergarten through 5th Grade to allow all students to create a Science Fair Project and prepare for the District Science Fair.

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

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Science Strategist

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Participate in the Campus and District Science Fair.		
Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Science Strategist Classroom Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative	
	Nov	
	Jan	
	Mar	
Problem Statements: None		Summative
Funding Sources: None		June
Strategy 9: Elementary Migrant Students will attend a Science camp of which the primary focus revolves around the Digital Starlab (Portable Planetarium) Additional lessons within the portable planetarium include; seasons, astrology, constellations, weather geography, and other Earth and Space TEKS.		
Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR Staff Responsible for Monitoring: Migrant Technology Strategies Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	
Problem Statements: None		
Funding Sources: Title I, Part C		

Strategy 10: Utilize Edu- Smart, Brain Pop,Brain Pop Jr. , Epic, Education Galaxy, Stemscope, FOSS and Istation as additional technology resources for classroom teachers.

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR		Formative
Staff Responsible for Monitoring: Campus Administration Campus Technology Coordinator Classroom Teachers		Nov
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Jan
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
Funding Sources: None		June

Strategy 11: Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Administration Classroom Teachers		Nov
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Jan
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
Funding Sources: Title 1, Part A General Fund		June

Strategy 12: Purchase and implement Reading materials through Science as:

- *Carolina Biological Inquiry Books
- * Measuring Science
- * Ford-Ferrier Science
- * Mentoring Minds
- * Fast Focus
- * Conquering the Cosmos
- *STAAR Master

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

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Library Staff
Secretary

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 13: Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/ Sequence to maintain alignment to state standards and assessments in order to meet federal and state mandate.

Strategy's Expected Result/Impact: Improved learning opportunities. Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Campus Administration Science Strategist Consultants		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6		June
Problem Statements: None		
TEA Priorities: None		
Funding Sources: None		
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		

Strategy 14: Provide extended day opportunities for 5th Grade Science for students needing additional assistance.

Strategy's Expected Result/Impact: Improve performance for students in the area of Science. Six Weeks Assessments CBA'S Benchmarks STAAR Science Assesment		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Classroom Teachers Campus Administration		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None Funding Sources: None
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
Comprehensive Support Strategy		
Additional Targeted Support Strategy		



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: By Spring 2020, 88% of Rico students will receive "Approaches Grade Level" Performance on The STAAR Math Assessment. A minimum of 62% of students will meet the Meets Level Performance in the Math Assessment. A minimum of 30% of students will "Master Grade Level" Performance on the STAAR Math Assessment.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Utilize the use of Sharon Wells Math Progress with 2nd-5th grade students.		
Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
Staff Responsible for Monitoring: Math Strategist Campus Administration Classroom Teachers Consultants	June	
	Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None
	TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Funding Sources: Title 1, Part A
	ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	

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: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers Math Strategist <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
<hr/> Problem Statements: None <hr/> Funding Sources: None	Summative
	June

Strategy 3: Utilize research-based practices in all content areas to improve student performance such as: building academic vocabulary, utilization of graphic organizers, planning & teaching of critical and creative thinking and engaging students in the learning through hands-on activities.

Including building a foundation of Math with Master Education resources.

Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
<hr/> Problem Statements: None <hr/> Funding Sources: General Fund Title 1, Part A	Summative
	June

Strategy 4: Utilize the following technology resources to access district curriculum components: Brain Pop Jr., Imagine Math, Google Classroom- Hyperdoc, Prodigy, Waterford, Smart Start, Star Fall, Clear Touch, Pearson, Brain Pop, Reflex Math, Education Galaxy, Compass, TEKS Resource System, Blendspace and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.

* Math TEKSING TOWARD STAAR

Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results Staff Responsible for Monitoring: Campus Administration Campus Technology Coordinator Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: Analyze CBA & Benchmark results using colorbands to modify classroom instruction to meet students' needs.

Strategy's Expected Result/Impact: Benchmarks

Six Weeks CBA

Six Report Cards

Six Weeks Progress Report

Math STAAR Results

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Data Entry

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals,
Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: Provide professional development training opportunities for teachers and campus administration to enhance student learning.

Strategy's Expected Result/Impact: Benchmarks

Six Weeks CBA

Six Report Cards

Six Weeks Progress Report

Math STAAR Results

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Consultants

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals,
Improve low-performing schools

Funding Sources:
State High School Allotment

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan

Mar

Summative

June

Strategy 7: Adhere to district's Curriculum, Scope and Sequence, Pre-K Guidelines to maintain alignment to state standards and assessments in order to meet federal and state mandates.

Strategy's Expected Result/Impact: Benchmarks

Six Weeks CBA

Six Report Cards

Six Weeks Progress Report

Math STAAR Results

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Math Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals,
Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Small group and individualized instruction will be provided to using alternative method of instruction. (Activities and Foldables)

Strategy's Expected Result/Impact: Benchmarks

Six Weeks CBA

Six Report Cards

Six Weeks Progress Report

Math STAAR Results

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals,
Improve low-performing schools

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-
Quality Curriculum, Lever 5: Effective Instruction

Formative

Nov

Jan





Mar

Summative

June

Strategy 9: Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment:
 *Math Warm-Ups-Fast Focus and Count Down to Math
 * Mentoring Minds Math

<div> Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results </div> <div> Staff Responsible for Monitoring: Campus Administration Grade Level Chairs Classroom Teachers' Library Staff </div> <div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 </div> <div> TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools </div> <div> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction </div> <div> Comprehensive Support Strategy </div> <div> Additional Targeted Support Strategy </div>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<div> Problem Statements: None </div> <div> Funding Sources: None </div>	

Strategy 10: Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives	
Strategy's Expected Result/Impact: Benchmark Scores Six Week CBA Six Weeks Progress Report Math STAAR Results <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <hr/> Problem Statements: None <hr/> Funding Sources: None <hr/>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 11: Provide extended day opportunities for 3rd- 5th Grade Math for students needing additional assistance.	
Strategy's Expected Result/Impact: Improve performance for students in the area of Math. Six Weeks Assessments CBA'S Benchmarks STAAR Math Assessment 3rd- 5th <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools <hr/> ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <hr/> Comprehensive Support Strategy <hr/> Additional Targeted Support Strategy <hr/>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	

Performance Objective 4: By Spring 2020 85% of Rico students will "Approach Grade Level" Performance on the STAAR Reading. A minimum of 51% of students will demonstrate a "Meets Grade Level" Performance on STAAR Reading. A minimum of 30% of students will demonstrate a "Masters Grade Level" Performance on the STAAR Reading in grades 3rd-5th.

By Spring 2020, 68% of Rico students will "Approach Grade Level" Performance on the STAAR Writing STAAR Assessments. A minimum of 30% of students will demonstrate a "Meets Grade Level" Performance on STAAR Reading A minimum of 12% of students will demonstrate a "Masters Grade Level" Performance on the STAAR Writing STAAR Assessment.

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

Summative Evaluation: None

Strategy 1: Utilize research-based practices in all content areas to improve Pre-K -5th grade student performance such as: building academic vocabulary, utilization of graphic organizers, planning & teaching of critical and creative thinking and engaging students in the learning through hands-on activities.

Strategy's Expected Result/Impact: Benchmarks Curriculum Based Assessments Six Weeks Report Card Walk Through's Lesson Plans Staff Responsible for Monitoring: Campus Administration Classroom Teachers ELAR Strategist Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: None	

Strategy 2: Adhere to district's curriculum/ scope /pacing guide and sequence to maintain alignment to state standards and assessments in order to meet federal and state mandates. Participate in the Weslaco ISD English Language Arts and Reading Training's and Initiatives:

- * Reading Academies
- * Fountas and Pinnell Guided
- * Reading and Benchmark Assessment

- * Istation
- * Training and others as needed. federal and state mandates.

Campus hold district literacy nights where we focus on literacy. All literacy nights are done in English and Spanish so that both the student and parent participate.

Strategy's Expected Result/Impact: TEKS Resource System Forethought/Lesson Plans Benchmarks Six Weeks Assessments EOY of Results STAAR Results TELPAS Results		Formative
		Nov
		Jan
		Mar
		Summative
Staff Responsible for Monitoring: Central Office Administration ELAR Strategist Campus Administration Classroom Teachers Consultants		June
Title I Schoolwide Elements: 2.4, 3.1, 3.2	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 3: Purchase additional reading books and e-books, Learning A-Z, SIPPS Phonics System, Education Galaxy, Accelerated Reader to enhance students fluency, vocabulary and comprehension.

Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Report Cards		Formative
		Nov
Staff Responsible for Monitoring: Campus Administration Library Staff		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: State Special Education State Bilingual/ESL General Fund Title 1, Part A	June
ESF Levers: None		

Strategy 4: Utilize the Comprehension Toolkit, Making Meaning, and Questioning the Author to enhance student comprehension. Implement Depth of Knowledge Levels utilizing higher order questioning techniques.

Strategy's Expected Result/Impact: Benchmarks Six Weeks Assessments Six Week Report Cards		Formative
		Nov
Staff Responsible for Monitoring: Campus Administration Classroom Teachers		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: Title 1, Part A	June
ESF Levers: None		

Strategy 5: Support professional learning by district trainers, highly recommended consultants, and Region One, in preparation for STAAR reading and writing assessments. Teachers will be trained on research-based strategies.

Strategy's Expected Result/Impact: Sign-in sheets, agendas Daily Walkthroughs Lesson Plans <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers ELAR Strategist <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
<hr/> Problem Statements: None <hr/> Funding Sources: None	Summative
	June

Strategy 6: Focus on Differentiated Instruction and Blendspace Learning.

Strategy's Expected Result/Impact: Benchmarks Six Weeks Assessments Six Weeks Report Cards <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
<hr/> Problem Statements: None <hr/> Funding Sources: None	Summative
	June

Strategy 7: Implement the Weslaco ISD Student Success Focus to ensure appropriate instruction is occurring in the every Reading classroom. Campus hosts literacy nights where the student and parents participate in literacy activities.

Strategy's Expected Result/Impact: Benchmarks

Six Weeks Report Cards

Student Grades

Staff Responsible for Monitoring: Central Office Administration

Campus Administration

Classroom Teachers

Title I Schoolwide Elements: 2.4, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Implement the Fountas and Pinnell Benchmark System to identify student reading levels.

Strategy's Expected Result/Impact: F&P Benchmarks

Staff Responsible for Monitoring: Reading Strategist

Campus Administration

Reading Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A

Formative

Nov

Jan

Mar

Summative

June

Strategy 9: Provide tutorial/small group instruction throughout the day for students reading below level or failing Benchmarks.

Strategy's Expected Result/Impact: Benchmarks

Six Weeks Report Cards

Student Grades

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Utilize Brain Pop, myON Reader, Epic, Istation, and additional technology resources for classroom teachers.			
Strategy's Expected Result/Impact: Benchmarks Six Weeks Report Cards Student Grades			Formative
			Nov
Staff Responsible for Monitoring: Campus Administration Campus Technology Coordinator Classroom Teachers			Jan
			Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Summative
			June
Strategy 11: Continue to participate in the SIPPS Program and continue to follow up with meetings and classroom demonstrations.			
Strategy's Expected Result/Impact: Eduphoria/Strive Teacher Reports			Formative
			Nov
Staff Responsible for Monitoring: Campus Administration ELAR Strategist Classroom Teachers			Jan
			Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Summative
			June

Strategy 12: Provide opportunities for a literacy focus through a balanced literacy framework, which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar and Spelling.

Strategy's Expected Result/Impact: District Benchmarks Curriculum Based Assessments STAAR Assessment		Formative
		Nov
		Jan
Staff Responsible for Monitoring: Campus Administrators Classroom Teachers		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 13: Provide literature, instructional materials, and other resources as needed to facilitate teacher implementation of research-based reading and writing strategies and instruction. Including building a foundation of Reading with Master Education resources.

Strategy's Expected Result/Impact: STAAR Results Benchmarks Curriculum Based Assessments		Formative
		Nov
		Jan
Staff Responsible for Monitoring: Campus Administration		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Title 1, Part A State Comp Ed (SCE) General Fund s	

Strategy 14: Meet with teachers to provide support,review data, monitor progress and check attendance of students in critical ELAR areas of need.		
Strategy's Expected Result/Impact: STAAR Results Benchmarks Curriculum Based Assessments		Formative
		Nov
		Jan
Staff Responsible for Monitoring: Campus Administration Classroom Teachers		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Title 1, Part A General Fund	

Strategy 15: Implement an organizational framework for teaching writing and facilitate opportunities for staff development and participate in Weslaco ISD Language Arts Training's and Initiatives *Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing Connections through the Write Time for Kids * Curriculum ELAR planning sessions with teachers on ELAR *Curriculum Mapping and Pacing Guides to reflect TEKS and writing curriculum and academic vocabulary *TEKS Resource System *Abydos Three -Week Institute *Abydos Re-certification for Trainers *Others as needed	
Strategy's Expected Result/Impact: Benchmarks Curriculum Based Assessments STAAR Results TELPAS Results EOY Results Staff Responsible for Monitoring: ELAR Strategist Campus Administration Consultants Classroom Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None Funding Sources: Title 1, Part A	

Strategy 16: Analyze CBA & Benchmark results using Color Bands to modify classroom instruction to meet students' needs.		
Strategy's Expected Result/Impact: Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Reading & Writing STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Data Entry Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
Problem Statements: None Funding Sources: None		Summative
		June
Strategy 17: Establish a Writing Timeline to review essays and provide feedback to teachers by the Writing Action Team.		
Strategy's Expected Result/Impact: Writing STAAR Results Benchmarks Six Weeks Report Cards Six Weeks Progress Report Increase writing opportunities for PK- 5th students. Staff Responsible for Monitoring: Classroom Teachers Writing Action Team Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Comprehensive Support Strategy		Formative
		Nov
		Jan
		Mar
Problem Statements: None Funding Sources: None		Summative
		June

Strategy 18: Recognize PK- 5th grade students for outstanding writing ability monthly. (Writers of the Month)**Strategy's Expected Result/Impact:** Writing STAAR Results

Benchmarks

Six Weeks Report Cards

Six Week Progress Report

Staff Responsible for Monitoring: Classroom Teachers

Writing Action Team

Campus Administration

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**Additional Targeted Support Strategy****Formative****Nov****Jan****Mar****Summative****June****Strategy 19:** Provide extended day opportunities for 3rd- 5th Grade Reading and 4th grade Writing for students needing additional assistance.**Strategy's Expected Result/Impact:** Improve performance for students in the area of Reading and Writing.

Six Weeks Assessments

CBA'S

Benchmarks

STAAR Assesment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing

Staff Responsible for Monitoring: Campus Administration

Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

None

Comprehensive Support Strategy**Additional Targeted Support Strategy****Formative****Nov****Jan****Mar****Summative****June**

No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Teacher and Student Surveys
Parent Surveys

Summative Evaluation: None

Strategy 1: Continue following career and college awareness Activities: -Career Day -University Visits For 4th & 5th Grade -University T-Shirt Day Every Thursday			
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: Counselors Classroom Teachers Instructional Assistants Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
Problem Statements: None			June
Funding Sources: None			
Strategy 2: Continue to provide monthly lessons on college/ career awareness in the classrooms: -Display University Pennants/ Banners - A.G.B.T.S. Scholarship Fund			
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: Counselors Classroom Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
Problem Statements: None			June
Funding Sources: None			

Strategy 3: Continue the following Drug Prevention Activities to work towards and ensure a drug free and safe environment:

-Red Ribbon Activities (and Speakers)

-"Just Say No Week" and Speakers

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: Counselors
Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

General Fund

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Counseling Services and Guidance Lessons for Kinder through 5th Grade Students.

- Classroom presentations

- Leader In Me Lessons

- Career and College Awareness Activities

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: Campus Administration
Counselors
Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: At A.N. Rico Elementary we will increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.			
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: Campus Administration Counselors Classroom Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
Problem Statements: None Funding Sources: None			Summative
			June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 6: By the end of the 2019-2020 school year, the percentage of ELL students who score at the approaches level on STAAR: Reading in 3rd grade will be at 75%, 4th grade will be 75% and 5th grade at 85%. STAAR Math Approaches Grade Level Scores will be at 3rd grade 84%, 4th grade at 70% and 5th grade at 90%. STAAR Writing Approaches Grade Level Scores will be for 4th grade at 70%. STAAR Science Approaches Grade Level will be at 67%.

Evaluation Data Sources: STAAR Results and will comply with all accountability results.

Summative Evaluation: None

Strategy 1: A.N. Rico Elementary will provide staff development on the state mandated English Language Proficiency Standards (ELPS), Sheltered Instruction, Academic Vocabulary, Technology Integration and resources to teachers who work with English Language Learners.

Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Bilingual Chairperson

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Bilingual/ESL
Title I, Part A

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Monitor the implementation of ELPS, Sheltered Instruction and Academic Vocabulary in all content area classes.

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

Staff Responsible for Monitoring: Campus Administration
Bilingual Chair

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
State Bilingual/ESL
Title III

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.

Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite. Staff Responsible for Monitoring: Campus Administration Classroom Teacher Counselors Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: State Bilingual/ESL	Summative
	June

Strategy 4: Assess all students the first two weeks of school with Istation to find all student's independent instructional and frustration levels of reading.
SIPPS Assessment

Strategy's Expected Result/Impact: Increase the independent reading levels of all students. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselors Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: State Bilingual/ESL	Summative
	June

Strategy 5: Implement SIOP model strategies to help LEP students

- Small group discussion
- Peer tutoring
- Use of graphic organizers
- Vocabulary instruction
- Questioning techniques
- Lab based lessons
- Scaffolding techniques

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success.**Staff Responsible for Monitoring:** Campus Administration
Counselors**Title I Schoolwide Elements:** None**Problem Statements:** None**TEA Priorities:** None**Funding Sources:**
State Bilingual/ESL**ESF Levers:** None**Formative****Nov****Jan****Mar****Summative****June****Strategy 6:** Continue implementing leveled readers in the classroom.**Strategy's Expected Result/Impact:** Establish strong academic vocabulary foundation for ELL success.**Staff Responsible for Monitoring:** Campus Administration
Classroom Teachers
Counselors**Title I Schoolwide Elements:** None**Problem Statements:** None**TEA Priorities:** None**Funding Sources:**
None**ESF Levers:** None**Formative****Nov****Jan****Mar****Summative****June**

No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7: By May 2020, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. By Spring 2020, the number of Sp. Ed. and 504 students who score at the Approaches level on the STAAR assessments Reading, Math, and Writing will increase by 10%.

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

System result

Summative Evaluation: None

Strategy 1: Implement the Barton System & Herman Method intervention program with fidelity		
<div>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</div> <div>Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher Classroom Teacher</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	
Strategy 2: Implement staff development to assist in the training of instructional strategies, in reading and writing.		
<div>Strategy's Expected Result/Impact: Benchmark and CBA Scores Six Week's Progress Report Reading and Writing STAAR</div> <div>Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher Classroom Teacher</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	
	Problem Statements: None	
	Funding Sources: None	

Strategy 3: Implement accommodations for eligible students to assist students in reading and writing.

Strategy's Expected Result/Impact: Benchmark scores

Six Weeks' progress reports

Reading and Writing STAAR Results.

Staff Responsible for Monitoring: Campus Administration

Dyslexia Teacher

Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A

General Fund

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Support the implementation of systems that include alignment, instruction, and assessment that will instruct in Differentiating for our students individual needs through Professional Learning Communities.

TEKS Resource System

Eduphoria-Forethought Planning

SLO- Student Learning Objective

Blended Learning

Strategy's Expected Result/Impact: Benchmark scores

Six Weeks' progress reports

Reading and Writing STAAR Results.

Staff Responsible for Monitoring: Campus Administration

Dyslexia Teacher

Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A

General Fund

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Reinforce and improve vocabulary through:
 Daily Read-Alouds through expository and narrative texts
 (Pre-K- 5th)
 Independent Reading
 Guided Reading
 Shared Reading
 Readers Theater
 Friday Poem Anthology
 SIPPS
 Journeys Adopted Textbooks
 Scholastic Book Room

<div> Strategy's Expected Result/Impact: Benchmark scores Six Weeks' progress reports Reading and Writing STAAR Results. </div> <div> Staff Responsible for Monitoring: Campus Administration Dyslexia Teacher Classroom Teachers </div> <div> Title I Schoolwide Elements: None Problem Statements: None </div> <div> TEA Priorities: None Funding Sources: Title 1, Part A General Fund </div> <div> ESF Levers: None </div>		Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 6: Offer inclusion support and supplement aids to scaffold grade level instruction in the subject areas with the RTI

Process

Language Arts

Science

Math

Social Studies

Strategy's Expected Result/Impact: Benchmark scores

Six Weeks' progress reports

Reading and Writing STAAR Results.

Staff Responsible for Monitoring: Campus Administration

Special Education Teacher

Classroom Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Special Education

Formative

Nov

Jan

Mar

Summative

June

Strategy 7: Special Education Administration will meet with content area staff and campus administration in order to plan for meeting the instructional needs of students with disabilities.

Strategy's Expected Result/Impact: Review of Eduphoria/Strive System

Staff Responsible for Monitoring: Special Ed. Teachers

Special Ed. Administration

Content Area Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Provide training to staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, etc.

Strategy's Expected Result/Impact: Surveys of Training		Formative
Staff Responsible for Monitoring: Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	State Special Education	

Strategy 9: Allow students to have access to curriculum through the use of assistive technology to include computers, laptops, braille, augmentative communication devices, adapted equipment, applications etc.

Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.		Formative
Staff Responsible for Monitoring: Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	State Special Education	

Strategy 10: Implement instructional strategies to assist in all core subjects and lifelong skills concepts. Dyslexia Program- Dyslexia Teacher
Resource/ Inclusion Program
Speech Specialist
Mild/Severe Units

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

Staff Responsible for Monitoring: Campus Administration
Classroom Teacher
Campus Diagnostician
Special Ed. Teachers
Dyslexia Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Special Education

Formative

Nov

Jan

Mar

Summative

June

Strategy 11: Ensure coordination between general education teacher and special education resource teachers and teacher assistant. Planning collaboratively for individual student needs.

504 Committee Meeting
ARD Meeting
RTI Process

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

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Campus Diagnostician
Special Ed. Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 12: Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.	
Strategy's Expected Result/Impact: Improved learning opportunities.	Formative
Staff Responsible for Monitoring: Campus Administration Classroom Teachers Special Education Teachers.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	
Comprehensive Support Strategy	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	

Performance Objective 8: By Spring 2020, 75% of students identified as Gifted and Talented will score at a Mastery Grade Level of the Spring 2020 STAAR Assessment in the areas of reading, writing, math and science.

Evaluation Data Sources: STAAR Scores

Summative Evaluation: None

Strategy 1: Disaggregate data regarding the number of GT identified students receiving a Master Grade Level on STAAR.

Strategy's Expected Result/Impact: STAAR Results

Staff Responsible for Monitoring: Campus Administration
QUEST Teacher
Classroom Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Gifted and Talented (G/T)

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Monitor to ensure that 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.

Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan.

Staff Responsible for Monitoring: Campus Administrators
QUEST Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

State Gifted and Talented (G/T)

Formative

Nov

Jan

Mar

Summative

June





Strategy 3: Provide advanced lessons and activities that extend beyond the TEKS/STAAR Framework for identified students through a "pull-out" program.				
Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				Formative
Staff Responsible for Monitoring: Campus Administration				Nov
Quest Teacher				Jan
Title I Schoolwide Elements: None		Problem Statements: None		Mar
TEA Priorities: None		Funding Sources:		Summative
ESF Levers: None		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 9: By Spring 2020, 10% Migrant Students will Master Grade Level on Reading and Math STAAR.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

Strategy 1: Migrant students will use Imagine Learning, Reflex Math, Achieve and Mechanics Learning Programs during Migrant lab time to improve their reading and math skills		
Strategy's Expected Result/Impact: Curriculum Based Assessments Benchmarks STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Migrant Staff Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June
Problem Statements: None		
Funding Sources: Title I, Part C		
Strategy 2: Migrant paraprofessional staff will desegregate STAAR DATA to focus on and tutor students in areas of need in grades PreK - 5th grades.		
Strategy's Expected Result/Impact: STAAR Results Benchmarks Curriculum Based Assessments Staff Responsible for Monitoring: Campus Administration Classroom Teachers Migrant District Team Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June
Problem Statements: None		
Funding Sources: Title I, Part C		

Strategy 3: Provide Tutoring in Core Content Areas, STARR Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers.			
Strategy's Expected Result/Impact: STAAR Results Benchmarks CBA's <hr/> Staff Responsible for Monitoring: Campus Administration Classroom Teachers Migrant Paraprofessional <hr/> Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
Problem Statements: None <hr/> Funding Sources: None			June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Performance Objective 10: The Fine Arts increase student participation.

Strategy 1: Provide Staff Development for the Fine Arts and support staff in the area of appreciating fine arts in Music and Art.	
Strategy's Expected Result/Impact: Increase student participation and appreciate the Fine Arts.	Formative
Staff Responsible for Monitoring: Fine Arts District Coordinator Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Student Art work/projects will be showcased at the district/campus level and community.	
Strategy's Expected Result/Impact: Increase student participation and appreciate the Fine Arts.	Formative
Staff Responsible for Monitoring: Campus Administration Art Teacher Fine Arts District Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 3: Student Music Performance will be recognized at the district/campus level and community.	
Strategy's Expected Result/Impact: Increase student participation and appreciate the Fine Arts.	Formative
Staff Responsible for Monitoring: Campus Administration Music Teacher Fine Arts District Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 4: Students will be given the opportunity to participate in UIL and showcase their knowledge in Art Smart and Music Memory.			
Strategy's Expected Result/Impact: Students to feel successful at the Campus and District Level Competitions through their individual and group performance.			Formative
			Nov
			Jan
Staff Responsible for Monitoring: Campus Administration Classroom Teachers UIL Campus Coordinator			Mar
			Summative
Title I Schoolwide Elements: None		Problem Statements: None	
TEA Priorities: None		Funding Sources:	
ESF Levers: None		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 11: By Spring 2020, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system and create a robust infrastructure to support student and staff learning in the classrooms, labs, and library to maximize the learning of all students and staff.

Evaluation Data Sources: STAAR Results
Surveys

Summative Evaluation: None

Strategy 1: The Librarian will work with teachers to encourage Reading through:

- *Accelerated Reading- AR
- *Leader In Me
- *Author Visits
- *National Reading Event

Strategy's Expected Result/Impact: STAAR Scores

AR Points

MyON Reading Minutes Read and Books Read

Staff Responsible for Monitoring: Campus Librarian

Campus Administration

Classroom Teachers

CTC

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar





Summative

June

Strategy 2: The Librarian will promote and purchase Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library EPIC MYON AR and Goals Other On-Line Book Resources		
Strategy's Expected Result/Impact: STAAR Scores AR Points MyON Reading Minutes Read and Books Read Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teachers CTC Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
		Summative
		June
Problem Statements: None Funding Sources: Title 1, Part A State Special Education State Bilingual/ESL		

Strategy 3: The Librarian will purchase incentives for students to encourage reading and promote "7 Habits of Highly Effective Kids, Improve Participation in STAAR for Higher scores.		
Strategy's Expected Result/Impact: STAAR Results The Leader In Me Survey		Formative
Staff Responsible for Monitoring: Campus Librarian Campus Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources: Title 1, Part A General Fund	Summative
ESF Levers: None		June

Strategy 4: Promote Reading with the use of events, such as: Book Fair- Scholastic National Reading Event- Dr. Seuss and Author Visits Literacy Night		
Strategy's Expected Result/Impact: STAAR Scores AR Points Read and Books Read		Formative
Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources: General Fund State Bilingual/ESL State Special Education State High School Allotment	Summative
ESF Levers: None		June

Strategy 5: Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR counts students for their achievements in reading through: *Certificates *Assemblies *Incentives			
Strategy's Expected Result/Impact: STAAR Scores AR Points Read and Books Read <hr/> Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
			June
Problem Statements: None <hr/> Funding Sources: None			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

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

Evaluation Data Sources: The campus will receive an Advanced level 4 in all 4 areas of the STAR Chart.

Summative Evaluation: None

Strategy 1: A. N. Tony Rico Staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.

Strategy's Expected Result/Impact: Sign-In Sheets
T-TESS Domains increased from previous year.

Staff Responsible for Monitoring: Administration
ITC

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Title 1, Part A

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Students in Pre-Kinder through fifth grade will use technology to develop reading and math skills. Technology will include, Chromebooks, televisions, IPADS, computers-desktops, Osmos, and laptops, document cameras, printers, ink, media carts, speakers, scanners and mounted projectors.

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Administration Teacher ITC	Mar
	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, projectors, toner for printers, mimios, chromebooks.

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Administration ITC Teacher	Mar
	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 4: The campus will continue with the Leader in Me training and Anti-bully campaign. Students will be provided lessons and teachers will continue to attend staff development in these areas. Leader In Me Action Teams

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Administration Teachers	Mar
	Summative
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	June
	Problem Statements: None
	Funding Sources: None

Strategy 5: The staff will implement our Rico Angels mentoring program to create a positive connection with students. Staff members will meet with students once a month and mentor the student.

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards	Formative
	Nov
	Jan
Staff Responsible for Monitoring: Administration Teachers Counselors	Mar
	Summative
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	June
	Problem Statements: None
	Funding Sources: None

Strategy 6: Teachers and CTC will complete lesson in order to ensure students are well informed and understand what Common Sense Media is.

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Principal ITC Teachers CIF		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, Parent Evaluations,Parent Advisory Council, End of the Year Federal e-grant Application.

Summative Evaluation: None

Strategy 1: Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Face-book and Twitter).

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Campus Principal & Administration
Grade Level Chairperson's
Campus Technology Coordinator
Librarian
Community Liaison
Campus Counselor
ACE Coordinators

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Provide district aligned parent trainings and resources on topics such as effective reading strategies, PASOS, Texas A & M Colonias Helping Heart Resilience Program, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.		
<div>Strategy's Expected Result/Impact: When parents are aware and educated of the expectations required of their child(ren) the implementation will transition from school to home. For example, 7 Habits and PASOS.</div> <div>Staff Responsible for Monitoring: Campus Principal & Administration Community Liaison Campus Counselor ACE Coordinators</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June	
Problem Statements: None		
Funding Sources: None		

Strategy 3: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.

<p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Parental Involvement Office Staff Campus Principal & Administration Community Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: Ensure Title I Parental Program Meetings, Orientations for the Campus Administrators, Teachers, Staff and Parent Volunteers; on how parents can promote 21st Century Learning; success in school and home, to become college-career ready citizens.

<p>Strategy's Expected Result/Impact: When parents participate in meetings they will be provided with information on district and campus goals, expectations that promote 21st Century Learning and how to help their child be successful in school and at home.</p> <p>Staff Responsible for Monitoring: Campus Principal Administrators Community Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

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

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

Summative Evaluation: None

Strategy 1: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.

Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.

Staff Responsible for Monitoring: Administrators
Campus Principal &
Administration
Community Liaison
Campus Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness.

Strategy's Expected Result/Impact: When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their postsecondary education.

Staff Responsible for Monitoring: Campus Principal &
Administration
Community Liaison
Campus Counselor

Formative

Nov

Jan

Mar

Summative

June

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Strategy 3: Plan different activities to increase parent- community involvement.

Strategy's Expected Result/Impact: Build a stronger communication system with parents and community members.

Staff Responsible for Monitoring: Administrators
Campus Principal & Community Aide
Staff

Formative

Nov

Jan

Mar

Summative

June

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Strategy 4: Award Ceremonies will be held at the end of each six weeks period to honor those students that achieved A, AB, Principal Award, Leader in Me Award, AR Award, Perfect Attendance Award. All students will be given an opportunity to participate.

Strategy's Expected Result/Impact: To recognize students for their achievements.		Formative
Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk Counselor		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 5: Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks.

Strategy's Expected Result/Impact: Increase school attendance.		Formative
Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 6: Teachers in grades K- 5th will promote reading throughout the year using Accelerated Reader. Students will be recognized for meeting their goal and the top student from each grade level will receive an incentive for the number of words read.			
Strategy's Expected Result/Impact: Increase student reading levels Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Librarian Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None			Formative
			Nov
			Jan
			Mar
			Summative
Problem Statements: None		June	
Funding Sources: 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>			

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

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

Evaluation Data Sources: District TAPR report

Summative Evaluation: None

Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.

Strategy's Expected Result/Impact: An increase in bilingual certified teachers.

Staff Responsible for Monitoring: Principal
Bilingual Chairs

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Teacher recognition for meeting WIG Goals.

Strategy's Expected Result/Impact: Retain teachers.

Staff Responsible for Monitoring: Principal
Administrators

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Teachers in grades K-5th grade will attend PLC meetings that support language arts, math, science and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.

Strategy's Expected Result/Impact: Improve student performance.		Formative
Staff Responsible for Monitoring: Administration Teachers District Content Strategists		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
		June

Strategy 4: Teachers in grades K- 5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.

Strategy's Expected Result/Impact: Integration of technology		Formative
Staff Responsible for Monitoring: Administration Teachers CIF		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
		June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Eduphoria and sign in sheets

Summative Evaluation: None

Strategy 1: Provide mentors and induction training for new teachers.	
Strategy's Expected Result/Impact: Mentor assignments and mentor feedback.	Formative
Staff Responsible for Monitoring: Principal & CIF's	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Survey teachers on needed staff development to meet their individual needs. Teachers will provided with staff development opportunities on variety of content areas such as Math, Writing, Reading, Science, Leader In Me etc.	
Strategy's Expected Result/Impact: Increase teacher communication on addressing their needs.	Formative
Staff Responsible for Monitoring: Principal Teachers CIF	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Additional Targeted Support Strategy	

Strategy 3: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.				
Strategy's Expected Result/Impact: An increase in bilingual certified teachers.				Formative
Staff Responsible for Monitoring: Principal Bilingual Chairs				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
June				
<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>				

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

State Compensatory

Personnel for A.N. Rico Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Marin	At Risk Attendance Clerk	Rico Elementary School	1
Anika Vallejo	Instructional Technology Coach	Rico Elementary School	1
Gabriella Castillo	Instructional Aide	Rico Elementary School	1
Jose Molina	Technology Aide	Rico Elementary School	1
Maria Muniz	Special Ed Instructional Aide	Rico Elementary School	1
Maribel Trevino	Library Aide	Rico Elementary School	1
Mary Vaughn	Campus Instructional Facilitator	Rico Elementary School	1
Rosalinda Martinez	Special Ed Instructional Aide	Rico Elementary School	1

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$408,862.00
+/- Difference					\$408,862.00
Grand Total					\$0.00

Addendums