

Weslaco Independent School District
A.N. Rico Elementary
2021-2022 Campus Improvement Plan



Mission Statement

We are the Rico Rockets!!! We all belong...we all learn...we all lead to SUCCEED!

Vision

Rico Elementary will provide a positive learning environment where students feel they can achieve GREATNESS.

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	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.	14
Goal 2: ENGAGING LEARNING ENVIRONMENTS: Ensure safe, Secure, Drug-Free, Technology-Rich, and Inviting Environments which promote High Performance along the continuum of learning.	65
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Foster exceptional Community Service, Open Communication, and Positive Collaboration using innovative and multiple platforms that support teacher and student Success.	68
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.	73
Goal 5: FINANCIAL STRENGTH: Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.	76
State Compensatory	77
Budget for A.N. Rico Elementary	78
Personnel for A.N. Rico Elementary	78
Title I Personnel	78
Campus Funding Summary	79
Addendums	82

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 largely rural area of northeast Weslaco, Texas, where kindergarten through fifth-grade students enjoys 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, social studies, and science. We offer our students the choice of participating in QUEST, UIL, Spelling Bee, Choir, and Cheer Team All of our Rico Rockets are required to meet the state passing standard for the State of Texas Assessments for Academic Readiness (STAAR) in all subject areas.

The students and staff at A.N. (Tony) Rico are currently starting our 6th year in The Leader in Me Coaching and we continue to focus on the Family component to focus on the increased 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 2021-2022 was 664 students of which 99.6% are Hispanic and 0.1% are white. Of those students, 89.8% are Economically Disadvantaged and 33% are At-Risk. Other demographic information includes 34% Limited English Proficient, 8% Special Education, 3% Gifted and Talented, and 3% Migrant.

A.N. (Tony) Rico Elementary is in its 6th year as a Leader in Me School A.N. (Tony) Rico Elementary currently became a Lighthouse School where the principal, school administration, and staff engage in the ongoing learning and developing leaders of our students. 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 and demonstrated to our students and through our hallways maintaining Rico Elementary a Lighthouse School. Upon entering our campus, our vision and mission statements are clearly posted. Visitors will also see several bulletin boards that exemplify the 7 Habits.

We have a total of 39 classroom teachers, 12 other professional staff, and 12 paraprofessional staff. Our current student enrollment is 664 and our mobility rate is 11.5% in the 2019- 2020 TAPR Report.

According to the most recent 2019-2020 TAPR Report, teachers serving the district are 47.2% Hispanic, beginning teachers account for 6.8 years of experience 17.5%, 1-5 years teachers account for 10.8%, teachers with 6-10 years experience account for 17.5%, 11-20 years account for 40.0% of teachers, and teachers with over 20 years experience account for 30.0%. The average years of overall experience are 17.3 years, while the average years of experience within the district are 16.3 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 Sixth year of implementation.
- A.N. (Tony) Rico Elementary School is a Lighthouse School into its second year of being recognized.
- A. N. (Tony) Rico Elementary School will continue to integrate technology. (Blended Learning)
- 24 of classroom teachers are Bilingual certified
- 38.5% 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 11.5% 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 59 % of ELL students at approaches, 30% at Meets, and 6 % at masters for the STAAR Writing assessment. **Root Cause:** Writing Vertical Alignment needs to continue

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

Problem Statement 4: Only 43% 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.

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).

2021 Accountability Ratings Overall Summary- Not Rated: Declared State of Disaster

Accountability Data Summary are:

Domain 1 - Student Achievement - STAAR Performance 17

Domain II- Part A - Academic Growth - N/A.

Domain II- Part B - Relative Performance - 17.

Domain III - Closing the Gaps - English Proficiency Status 100%

% Participation (All Tests) - 50%

2020 Accountability Ratings Overall Summary-

Accountability Data Summary are:

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 for 2019- 2020 are:

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%	31%	16%
3rd Math	86%	61%	26%
4th Reading	70%	34%	19%
4th Math	68%	32%	20%
4th Writing	58%	30%	6%
5th Reading	93%	57%	26%
5th Math	93%	61%	36%
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 School is a Lighthouse Campus in its second year.
3. A.N. (Tony) Rico Elementary has implemented Integration of Technology (Blended Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 43% 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 continue 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 and implement the SIPPS program K-3rd-grade.

Problem Statement 5: Our campus had 59 % of ELL students at approaches, 30% at Meets, and 6 % at masters for the STAAR Writing assessment. **Root Cause:** Writing Vertical Alignment needs to continue

Problem Statement 6: There is a need to set support systems in place for our mobile students. Our campus has a 11.5% 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.

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
7. Accelerated Learning Extended Day Program
8. Virtual Learning
9. Bilingual Enrichment After School Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A.N. (Tony) Rico's attendance was at 96.8 % for the 2019-2020 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, Facebook School page, Technology Platforms, 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, Awards Assemblies, 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 and use of its language. **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 and monitor by the school faculty.

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
- (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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals





Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 1: By Spring 2022, all Rico students in Kindergarten through 5th Grade will achieve 80% Mastery on Social Studies TEKS Objectives.

Evaluation Data Sources: District Assessments
Classroom Assessments

Strategy 1 Details	Reviews			
Strategy 1: Effective Reading Strategies in Social Studies Integrate SAVVAS- My View and 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips 2nd Semester): *Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society Strategy's Expected Result/Impact: Improved learning opportunities. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Analyze CBA's and Writing Prompts, CLI, and I-Station results using the Colorbands to modify classroom instruction to meet students' needs. The 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: Six Weeks Assessments CBA's CLI Check Off List- Rubric Staff Responsible for Monitoring: Campus Administration Classroom Pre-k thru 5th Grade Teachers Title I Schoolwide Elements: 2.4, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Library Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide additional staff development to enhance instruction. Strategy's Expected Result/Impact: Improved learning opportunities. Staff Responsible for Monitoring: Campus Administration Social Studies Strategist Consultants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
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: Benchmarks Improved learning opportunities. Six Weeks Assessments CBA's CLI Check Off List- Rubric NWEA (MAP) Staff Responsible for Monitoring: Campus Administration Social Studies Strategist Consultants Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
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 Staff Responsible for Monitoring: Campus Administration Teacher Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 2: By Spring 2022 Rico Students will reach 90% Approaches, 60% Meets, and 30% Masters Performance on the STAAR Science Assessment.

Evaluation Data Sources: STAAR Results

Strategy 1 Details		Reviews			
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(s) on NWEA-MAP, Benchmarks and STAAR. Staff Responsible for Monitoring: Campus Administration 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 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
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 FOSS- Textbook Develop/ Review Scope and Sequence with Science Strategist Edusmart Discovery Strategy's Expected Result/Impact: Improved performance for all population(s) on NWEA-MAP, 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			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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(s) on NWEA-MAP, 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			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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(s) on NWEA-MAP, Benchmarks and STAAR. Staff Responsible for Monitoring: Campus Administration 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Analyze NWEA-MAP, CBA & Benchmark results using the Colorbands to modify classroom instruction to meet student needs. Strategy's Expected Result/Impact: Improved performance for all population(s) on benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Disseminate information to teachers through Science Networking meetings and Science PLC's. Strategy's Expected Result/Impact: Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Science Strategist 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
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(s) on NWEA-MAP, Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Classroom Teachers Science Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Participate in the Campus and District Science Fair. Strategy's Expected Result/Impact: Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Science Strategist Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
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 Funding Sources: - Title I, Part C	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize Science 4 Us, Edu- Smart, Brain Pop, Brain Pop Jr. , Epic, Education Galaxy, Stemscope, and Istation as additional technology resources for classroom teachers. Strategy's Expected Result/Impact: Improved performance for all population (s) on NWEA-MAP, Benchmarks and STAAR 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			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives. Staff Responsible for Monitoring: Campus Administration 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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
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(s) on NWEA-MAP, Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Classroom Teachers Library Staff Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
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. NWEA-MAP Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric Staff Responsible for Monitoring: Campus Administration Science Strategist Consultants Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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			Summative
	Nov	Jan	Mar	June

Strategy 14 Details		Reviews			
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 NWEA-MAP CBA'S Benchmarks STAAR Science Assesement Staff Responsible for Monitoring: Classroom Teachers Campus Administration 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 - Comprehensive Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 3: By Spring 2022, 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





Strategy 1 Details	Reviews			
Strategy 1: Utilize the use of Countdown to STAAR, Gauntlet, Fast Focus, IXL, I Know It, and Education Galaxy with 2nd-5th grade students. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks Six Weeks CBA Six Report Cards Six Weeks Progress Report Math STAAR Results Staff Responsible for Monitoring: Math Strategist Campus Administration Classroom Teachers Consultants 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 Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Math Strategist 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			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Utilize research-based practices in all content areas to improve student performance such as Hands 2 Mind, Sharon-Wells, and Guided Math for 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. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration 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 Funding Sources: - General Fund, - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Utilize the following technology resources to access district curriculum components: ST Math, Brain Pop Jr., Imagine Math, Google Classroom- Hyperdoc, Prodigy, Star Fall, Pearson, Brain Pop, Reflex Math, Education Galaxy. Also, TEKS Resource System, Google Classroom, SeeSaw, 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: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Instructional Technology Coach 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			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Analyze NWEA-MAP CBA & Benchmark results using colorbands to modify classroom instruction to meet students' needs. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Data Entry 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			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide professional development training opportunities for teachers and campus administration to enhance student learning. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Consultants 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 Funding Sources: - State High School Allotment	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Adhere to the district's Curriculum, Scope and Sequence of the TEKS Resources System and Pre-K Guidelines to maintain alignment to state standards and assessments in order to meet federal and state mandates. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Math Strategist 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			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Small group and individualized instruction will be provided to using alternative methods of instruction. Deferientated and Intervention tutoring groups via virtual learning. Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
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 Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration Grade Level Chairs Classroom Teachers' Library Staff 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 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize Word Walls and Word Banks to build students' vocabulary and use to review previously taught objectives Strategy's Expected Result/Impact: NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration 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			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Provide extended day opportunities for PK- 5th Grade students who are failing two or more content areas and needing additional assistance in completing assignments, such as Math.. Strategy's Expected Result/Impact: Improve performance for students in the area of Math. NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report (Begin 2nd Six Wks) Math STAAR Results Staff Responsible for Monitoring: Campus Administration 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 4: By Spring 2022 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 2022, 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 NWEA-MAP, District District Benchmarks, and Weekly teacher-made tests.

Strategy 1 Details	Reviews			
Strategy 1: Utilize research-based practices in all content areas to improve Pre-K -5th-grade student performance such as SAVVAS Pearson, TEKS Resource System, and Pre-K Guidelines for building academic vocabulary, utilization of graphic organizers, planning & teaching of critical and creative thinking, and engaging students in the learning through hands-on activities. Increase opportunities for students to collaborate and discuss the thought process. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Walk Through's Lesson Plans TEKS Resource System Forethought/Lesson Plans Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers ELAR Strategist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> * Reading Academies * Fountas and Pinnell Guided * Reading and Benchmark Assessment * Istation * Training and others as needed. federal and state mandates. <p>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.</p> <p>Strategy's Expected Result/Impact: BOY- Diagnostic Assessment</p> <p>NWEA-MAP</p> <p>Benchmarks</p> <p>Six Weeks Report Card</p> <p>Walk Through's</p> <p>Lesson Plans</p> <p>TEKS Resource System</p> <p>Forethought/Lesson Plans</p> <p>Six Weeks Assessments</p> <p>EOY of Results</p> <p>STAAR Results</p> <p>TELPAS Results</p> <p>Staff Responsible for Monitoring: Central Office Administration</p> <p>ELAR Strategist</p> <p>Campus Administration</p> <p>Classroom Teachers</p> <p>Consultants</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase additional reading books and e-books, Learning A-Z, SIPPS Phonics System, Education Galaxy, Accelerated Reader any other online resources to enhance students fluency, vocabulary and comprehension. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Library Staff Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - State Special Education, - State Bilingual/ESL, - General Fund, - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize 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: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
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 BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers ELAR Strategist Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Focus on Differentiated Instruction and implementing listening, speaking, reading, and writing (ELPS). Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Implement the Weslaco ISD Student Success Focus to ensure appropriate instruction is occurring in every reading classroom. Campus hosts literacy nights where the student and parents participate in literacy activities. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Central Office Administration Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Implement the Fountas and Pinnell Benchmark System to identify student reading levels. Strategy's Expected Result/Impact: F&P Benchmarks BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Reading Strategist Campus Administration Reading Teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Provide tutorial/small group instruction throughout the day for students reading below level or failing Benchmarks, such as independent reading. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Utilize Brain Pop, Epic, Macinvia, Encyclopedia Britannica, Scholastic Flix online resource, Istation, and additional technology resources for classroom teachers. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Campus Technology Coordinator Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Bilingual/ESL, - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Kindergarten - 3rd-grade will continue to implement the SIPPS Program and continue to follow up with meetings and classroom demonstrations. Strategy's Expected Result/Impact: Eduphoria/Strive Teacher Reports BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration ELAR Strategist Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
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: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
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: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - Title 1, Part A - State Comp Ed (SCE), - General Fund - s	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
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: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
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: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results STAAR Results TELPAS Results Staff Responsible for Monitoring: ELAR Strategist Campus Administration Consultants Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, 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 - Targeted Support Strategy Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Analyze NWEA-MAP, Benchmark, and State results using Color Bands to modify classroom instruction to meet students' needs. Strategy's Expected Result/Impact: BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results Staff Responsible for Monitoring: Campus Administration Classroom Teachers Data Entry Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
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 BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results 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: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Recognize PK- 5th grade students for outstanding writing ability monthly. (Writers of the Month) Strategy's Expected Result/Impact: Writing STAAR Results BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results Staff Responsible for Monitoring: Classroom Teachers Writing Action Team Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Provide extended day opportunities for PK- 5th Grade Reading and 4th Grade Writing for students who are failing two or more content areas and needing additional assistance in completing assignments. Strategy's Expected Result/Impact: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 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 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

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

Evaluation Data Sources: Teacher and Student Surveys
Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue following career and college awareness Activities: -Virtual Career Day -University Virtual 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: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Continue the following Drug Prevention Activities to work towards and ensure a drug-free and safe environment: -Red Ribbon Activities -"Just Say No Week" 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: Counselors Classroom Teachers Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - General Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Counseling Services, Social-Emotional Lessons, 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: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
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		Formative			Summative
		Nov	Jan	Mar	June

<p>and aggressively pursue a college degree.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 6: By the end of the 2021-2022 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.

Strategy 1 Details		Reviews			
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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Bilingual/ESL, - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Bilingual/ESL, - Title III		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
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 SAVVAS- My View IXL Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success. Staff Responsible for Monitoring: Campus Administration Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 7: By May 2022, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. By Spring 2022, 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 BOY and Benchchmark I- II, Semester II, progress reports, report cards, STAAR Results.
System result

Strategy 1 Details	Reviews			
Strategy 1: Implement the Herman Method intervention program with fidelity Strategy's Expected Result/Impact: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher Classroom Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Implement staff development to assist in the training of instructional strategies, in reading and writing. Strategy's Expected Result/Impact: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher Classroom Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - General Fund, - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Implement accommodations for eligible students to assist students in reading and writing. Strategy's Expected Result/Impact: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Dyslexia Teacher Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title 1, Part A, - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing TEKS Resource System Forethought Planning SLO Staff Responsible for Monitoring: Campus Administration Dyslexia Teacher Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
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 Strategy's Expected Result/Impact: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Dyslexia Teacher Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
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: Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Special Education Teacher Classroom Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Review of Eduphoria/Strive System Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing</p> <p>Staff Responsible for Monitoring: Special Ed. Teachers Special Ed. Administration Content Area Staff</p> <p>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 - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
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 Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Special Education		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
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. Staff Responsible for Monitoring: Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Special Education		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
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 populations on benchmarks and STAAR. Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Classroom Teacher Campus Diagnostician Special Ed. Teachers Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
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 populations on benchmarks and STAAR. Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Classroom Teachers Campus Diagnostician Special Ed. Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
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. Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Classroom Teachers Special Education Teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 8: By Spring 2022, 75% of students identified as Gifted and Talented will score at a Mastery Grade Level of the Spring 2022 STAAR Assessment in the areas of reading, writing, math, and science.

Evaluation Data Sources: STAAR Scores

Improve performance for students in the area of Reading, Writing, Math, and Science.

BOY- Diagnostic Assessment

NWEA-MAP

Benchmarks

Six Weeks Report Card

Six Weeks Assessments





EOY of Results

TELPAS Results

Reading, Writing, Math, and Science STAAR Results

STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing, and 5th Assessment Science

Strategy 1 Details	Reviews			
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 Improve performance for students in the area of Reading, Writing, Mat, and Science. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration QUEST Teacher Classroom Teacher Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Gifted and Talented (G/T)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Monitor to ensure that 100% of the classroom teachers have received training in the 30/ 6 hours required of GT training to serve 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: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Gifted and Talented (G/T)		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
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. Improve performance for students in the area of Reading, Writing, Math, and Science. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing, and 5th Science Staff Responsible for Monitoring: Campus Administration Quest Teacher Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 9: By Spring 2022, 5% of Migrant Students will Master Grade Level on Reading and Math STAAR.

Evaluation Data Sources: STAAR Results

Improve performance for students in the area of Reading and Writing.

BOY- Diagnostic Assessment

NWEA-MAP

Benchmarks

Six Weeks Report Card

Six Weeks Assessments

EOY of Results





TELPAS Results

Reading & Writing STAAR Results

STAAR Assessment 3rd- 5th Reading & Math STAAR Assessment

Strategy 1 Details	Reviews			
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 Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Classroom Teachers Title I Migrant Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title I, Part C	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
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 Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & MathSTAAR Assessment Staff Responsible for Monitoring: Campus Administration Classroom Teachers Migrant District Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title I, Part C	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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 Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading, Math, & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Campus Administration Classroom Teachers Migrant Paraprofessional Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 10: The Fine Arts increase student participation.

Evaluation Data Sources: Improve participation for students in the areas of presenters, creativity, and innovators.

Strategy 1 Details	Reviews			
Strategy 1: Provide Staff Development for the Fine Arts and support staff in the area of appreciating fine arts in Music and Art with the use of Davis Exploration on Art for Art and Quaver's Marvalous World of Music Online Curriculum. Strategy's Expected Result/Impact: Increase student participation and appreciate the Fine Arts. Staff Responsible for Monitoring: Fine Arts District Coordinator Campus Administration Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student Artwork/projects and performances will be showcased at the district/campus level and community. Strategy's Expected Result/Impact: Increase student participation and appreciate the Fine Arts. Staff Responsible for Monitoring: Campus Administration Art Teacher Fine Arts District Coordinator Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Staff Responsible for Monitoring: Campus Administration Music Teacher Fine Arts District Coordinator Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
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. Staff Responsible for Monitoring: Campus Administration Classroom Teachers UIL Campus Coordinator Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military and service- ready leaders.

Performance Objective 11: By Spring 2022, all 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

Improve performance for students in the area of Reading, Math, Science, and Writing.

BOY- Diagnostic Assessment

NWEA-MAP

Benchmarks

Six Weeks Report Card

Six Weeks Assessments

EOY of Results

TELPAS Results

Reading & Writing STAAR Results

STAAR Assessment 3rd- 5th Reading & Math, STAAR Assessment 4th Grade Writing and 5th Science

Strategy 1 Details	Reviews			
Strategy 1: The Librarian will work with teachers to encourage Reading through: *Accelerated Reading- AR *Leader In Me *Author Visits *Library Programming *Library Classes Strategy's Expected Result/Impact: STAAR Scores AR Points Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teachers CTC Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: The Librarian will promote and purchase library books as library budget permits: Destiny Automated Catalog E-Book- Resources EPIC Macin Via Online Resources Encyclopedia Britannica Online AR and Goals 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: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - Title 1, Part A, - State Special Education, - State Bilingual/ESL		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
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 Staff Responsible for Monitoring: Campus Librarian Campus Administration Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - Title 1, Part A, - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Promote Reading with the use of events, such as: Book Fair- Scholastic Library programming events and Author Visits Literacy Night Events Strategy's Expected Result/Impact: STAAR Scores AR Points Read and Books Read Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - General Fund, - State Bilingual/ESL, - State Special Education, - State High School Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Student AR Word Counts will be showcased and announced at the campus level. Students will be rewarded and recognized for their highest AR counts and for their achievements in reading through: *Certificates *Assemblies *Incentives Strategy's Expected Result/Impact: STAAR Scores AR Points Read and Books Read Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teachers Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 2: ENGAGING LEARNING ENVIRONMENTS: Ensure safe, Secure, Drug-Free, Technology-Rich, and Inviting Environments which promote High Performance along the continuum of learning.

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.

Strategy 1 Details		Reviews			
Strategy 1: A. N. Tony Rico Staff will be provided with professional training on campus computer software programs, blended learning, SeeSaw, 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 Funding Sources: - Title 1, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers in Pre-Kinder through fifth grade will use instructional to develop reading and math skills. Technology will include personalized learning, differentiated, student-centered, and using data to track mastery of skills and objectives. Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards Staff Responsible for Monitoring: Administration Teacher ITC		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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 Staff Responsible for Monitoring: Administration ITC Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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 Staff Responsible for Monitoring: Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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 Staff Responsible for Monitoring: Administration Teachers Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers with coaching from ITC will complete lessons 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 Staff Responsible for Monitoring: Principal ITC Teachers CIF	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide First Aid, general supplies (band-aids, cotton balls, antiseptic, etc.), and/or Covid 19 testing to campus personnel and students should they need it. Strategy's Expected Result/Impact: Provide First Aid services to students and staff Staff Responsible for Monitoring: Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Foster exceptional Community Service, Open Communication, and Positive Collaboration using innovative and multiple platforms that support teacher and 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.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Campus Principal & Administration Community Liaison Campus Counselor ACE Coordinators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Parental Involvement Office Staff Campus Principal & Administration Community Liaison	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Campus Principal Administrators Community Liaison	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Foster exceptional Community Service, Open Communication, and Positive Collaboration using innovative and multiple platforms that support teacher and student Success.

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

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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. Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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. Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details		Reviews			
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		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

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





Strategy 1 Details	Reviews			
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: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers in grades K-5th grade will attend PLC meetings that support language arts, math, science, and social studies frameworks. Teachers will be provided with systems that provide updates of the curriculum and be able to implement the activities successfully. Strategy's Expected Result/Impact: Improve student performance. Improve performance for students in the area of Reading and Writing. BOY- Diagnostic Assessment NWEA-MAP Benchmarks Six Weeks Report Card Six Weeks Assessments EOY of Results TELPAS Results Reading & Writing STAAR Results STAAR Assessment 3rd- 5th Reading & STAAR Assessment 4th Grade Writing Staff Responsible for Monitoring: Administration Teachers District Content Strategists Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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 Staff Responsible for Monitoring: Administration Teachers CIF Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors and induction training for new teachers. Strategy's Expected Result/Impact: Mentor assignments and mentor feedback. Staff Responsible for Monitoring: Principal & CIF's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor teachers on needed staff development to meet their individual needs. Teachers will be provided with staff development opportunities in a variety of content areas such as Math, Writing, Reading, Science, Leader In Me, NWEA-MAP Testing and Mentoring Minds, etc. Strategy's Expected Result/Impact: Increase teacher communication on addressing their needs. Staff Responsible for Monitoring: Principal Teachers CIF Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Staff Responsible for Monitoring: Principal Bilingual Chairs	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: FINANCIAL STRENGTH: Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

State Compensatory

Budget for A.N. Rico Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

--

Personnel for A.N. Rico Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aaron Burciaga	Instructional Aide (PreK)	0.5
Adriana Marin	At Risk Attendance Clerk	1
Anika Vallejo	Instructional Technology Coach	1
Gabriella Castillo	Instructional Tech. Aide	1
Maria Muniz	Special Ed Instructional Aide	1
Maribel Trevino	Library Aide	1
Mary Vaughn	Campus Instructional Facilitator	1
Rosalinda Martinez	Special Ed Instructional Aide	1
Steven Davila	Instructional Aide (PreK0	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley N. Robledo	Community Aide	Title I Part A	1
Janelle Gonzalez	Instructional Aide Pre-Kinder	Title I Part A	1
Lila Vasquez	Teacher Class Size Reduction	Title II Part A	1
Norma A. Ramos	LVN	Title I Part A	1
Odilia G. Gonzalez	Instructional Aide	Title I Migrant	0.45
Odilia G. Gonzalez	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Rosa Carrillo	Facilitator Campus Instructional	Title I Part A	1
San Juanita A. Guerra	Counselor Aide	Title I Part A	1
Sylvia A. Cantu	Occupational Therapist Aide	Federal Special Ed.	0.1

Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
1	8	2			\$0.00
Sub-Total					\$0.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	7	6			\$0.00
1	7	8			\$0.00
1	7	9			\$0.00
1	7	10			\$0.00
1	11	2			\$0.00
1	11	4			\$0.00
Sub-Total					\$0.00
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	4	3			\$0.00
1	4	10			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	11	2			\$0.00
1	11	4			\$0.00
Sub-Total					\$0.00

State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	11	4			\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	11			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	8			\$0.00
1	4	10			\$0.00
1	4	13		State Comp Ed (SCE)	\$0.00
1	4	14			\$0.00
1	4	15			\$0.00
1	6	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$0.00
1	2	11			\$0.00

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	4	3			\$0.00
1	4	13		s	\$0.00
1	4	14			\$0.00
1	5	3			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
Sub-Total					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums