

**Weslaco Independent School District**

**A.N. Rico Elementary**

**2022-2023 Campus Improvement Plan**

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# 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

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# 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.

At A.N. (Tony) Rico Elementary our students and staff participate in year-long events such as The Leader in Me, Cultural Celebrations, Veterans Day, America Goes Back to School, Literacy Night, Family Picnic, 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.

A.N. (Tony) Rico Elementary is located 8 miles north of the Mexican Border. Rico's population of 2021-2022 was 742 students of which 99.2% are Hispanic and 0.8% are white. Of those students, 90.8% are Economically Disadvantaged and 82.2% are At-Risk. Other demographic information includes 37.6% Emergent Bilinguals, 8.2% Special Education, 3.6% Gifted and Talented, and 3% Migrant.

A.N. (Tony) Rico Elementary is in its 7th 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 development of leaders. 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 45 classroom teachers, 11 other professional staff, and 9 paraprofessional staff. Our current student enrollment is 742 and our mobility rate is 14.6% in the 2021-2022 TAPR Report.

According to the most recent 2021-2022 TAPR Report, teachers serving the district are 98.2% Hispanic, 1-5 years teachers account for 6.6%, teachers with 6-10 years experience account for 17.6%, 11-20 years account for 34.3% of teachers, and teachers with over 20 years experience account for 41.0%. The average years of overall experience are 18.4 years, while the average years of experience within the district are 16.7 years.

### Demographics Strengths

- Distinction Designation Earned in Science for the 2015-2016, 2016-2017 & 2017-2018, 2018-2019, 2021-2022 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 in its third year of being recognized.
- A. N. (Tony) Rico Elementary School will continue to integrate technology. (Blended Learning)

### **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 14.6% mobility rate. **Root Cause:** District has a high percentage of mobile students. Teachers need to ensure they know who their mobile students are and monitor their progress.

**Problem Statement 2:** Our 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.

# 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 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)***

<b>ALL SUBJECTS</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
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:** 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 2:** 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 3:** 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 4:** There is a need to set support systems in place for our mobile students. Our campus has a 14.6% mobility rate. **Root Cause:** District has a high percentage of mobile students. Teachers need to ensure they know who their mobile students are and monitor their progress.



# 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 99.1 % 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
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- 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:** 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 2023 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			
<b>Strategy 1:</b> Analyze assessments to ensure effective reading strategies in social studies and integrate SAVVAS- My View and the application of technology to promote a blended learning environment in social studies classrooms. <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations. 6 weeks assessments CLI Checklists <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> Improved learning opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.  <b>Strategy's Expected Result/Impact:</b> Improved learning opportunities. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Library Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Benchmarks Improved learning opportunities. Six Weeks Assessments CBA's <b>Staff Responsible for Monitoring:</b> Campus Administration Social Studies Strategist Consultants  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus events and meetings such as Leader In Me Celebrations promoting parent involvement and students learning social skills in classrooms. <b>Strategy's Expected Result/Impact:</b> Improve Social Skills Well Rounded Student <b>Staff Responsible for Monitoring:</b> Campus Administration Teacher Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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 1: STUDENT SUCCESS:** 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 2023 Rico Students will reach 90% Approaches, 60% Meets, and 30% Masters Performance on the Science, Reading, and Math STAAR Assessments.

**Evaluation Data Sources:** STAAR Results  
 Benchmark tests  
 Formative classroom assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with campus staff to review student data, progress monitoring, and effective instructional practices. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide resources, support, and additional staff development for grades K-5 to improve student performance. Provide staff development for teachers, paraprofessionals, and support staff such as: PLC- campus and district Develop/ Review Scope and Sequence Imagine Math Istation Education Galaxy I-Ready Stemsscopes SAAVAS adoptions SIPPS Accelerated Reading  <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Consultants Secretary  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> 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			
<b>Strategy 3:</b> Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Library Staff  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide instructional resources and training in order to support academic vocabulary and higher level questioning for grades 3-5 with a focus on Emergent Bilinguals. Utilize Word Walls and Word Banks to build students' vocabulary and use them to review previously taught objectives. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - State Bilingual/ESL		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Analyze NWEA-MAP, CBA & Benchmark results to modify classroom instruction to meet student needs. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on benchmarks and STAAR <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> 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			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Science Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved learning opportunities. NWEA-MAP Benchmarks Six Weeks Assessments CBA's CLI Check Off List- Rubric <b>Staff Responsible for Monitoring:</b> Campus Administration Science Strategist Consultants  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> 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 8 Details	Reviews			
<b>Strategy 8:</b> Provide small group and individualized instruction, tutoring, and extended day opportunities for students needing additional assistance and differentiation. <b>Strategy's Expected Result/Impact:</b> Improve performance for students in the areas of Science, Math, and Reading.  Six Weeks Assessments NWEA-MAP CBA'S Benchmarks STAAR Science Assesment <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus Administration  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Adhere to the district's Curriculum, Scope and Sequence of the TEKS Resouces System and Pre-K Guidelines to maintain alignment to state standards and assessments in all content areas in order to meet federal and state mandates. <b>Strategy's Expected Result/Impact:</b> NWEA-MAP Benchmarks CBA Six Report Cards Six Weeks Progress Report ( Begin 2nd Six Wks) STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Utilize Brain Pop, Macinvia, Encyclopedia Britannica, I-Ready, Istation, Education Galaxy, Flocabulary, and other technology resources for classroom teachers. Purchase manipulatives, learning materials such as Sharon Wells, supplies, additional classroom equipment, and furniture to facilitate learning and enhance the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> BOY- Diagnostic Assessment  NWEA-MAP  Benchmarks  Six Weeks Report Card  Six Weeks Assessments  EOY of Results  STAAR Results  TELPAS Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Classroom Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> - State Comp Ed (SCE)</p>	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:** Provide high-quality, engaging, and innovative programs along the continuum of learning that develop college, career, military, and service-ready leaders.

**Performance Objective 3:** 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			
<b>Strategy 1:</b> Continue following career and college awareness Activities: -Career Day -University Visits For 4th & 5th Grade -University T-Shirt Day Every Thursday  <b>Strategy's Expected Result/Impact:</b> All students will be motivated to successfully complete high school and aggressively pursue a college degree. <b>Staff Responsible for Monitoring:</b> Counselors Classroom Teachers Instructional Assistants  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide monthly lessons on college/ career awareness in the classrooms: -Display University Pennants/ Banners - A.G.B.T.S. Scholarship Fund <b>Strategy's Expected Result/Impact:</b> All students will be motivated to successfully complete high school and aggressively pursue a college degree. <b>Staff Responsible for Monitoring:</b> Counselors Classroom Teachers  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> All students will be motivated to successfully complete high school and aggressively pursue a college degree. <b>Staff Responsible for Monitoring:</b> Counselors Classroom Teachers  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - General Fund	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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  <b>Strategy's Expected Result/Impact:</b> All students will be motivated to successfully complete high school and aggressively pursue a college degree. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Classroom Teachers  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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.  <b>Strategy's Expected Result/Impact:</b> All students will be motivated to successfully complete high school and aggressively pursue a college degree. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Classroom Teachers  <b>Title I:</b> 2.6, 4.1 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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 1: STUDENT SUCCESS:** 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 the end of the 2022-2023 school year, the percentage of Emergent Bilingual 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%.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 Emergent Bilinguals. <b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency level of all EBs and increase the percentage in the attainment of Advanced High TELPAS composite. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Bilingual Chairperson  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Bilingual/ESL, - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor the implementation of ELPS, Sheltered Instruction and Academic Vocabulary in all content area classes with Emergent Bilinguals. <b>Strategy's Expected Result/Impact:</b> Establish strong academic vocabulary foundation for EB success. <b>Staff Responsible for Monitoring:</b> Campus Administration Bilingual Chair  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Bilingual/ESL, - Title III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Meet with teachers to monitor Emergent Bilingual placement, academic progress, grades and benchmark scores to recommend appropriate interventions. <b>Strategy's Expected Result/Impact:</b> Increase in English language proficiency level of all Emergent Bilinguals and increase the percentage in the attainment of Advanced High TELPAS composite. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teacher Counselors  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Assess all students during the first two weeks of school with Istation and SIPPS in grades Kinder-3rd to find all student's independent instructional and frustration levels of reading and phonics. SIPPS Assessment <b>Strategy's Expected Result/Impact:</b> Increase the independent reading levels of all students. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Counselors  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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 <b>Strategy's Expected Result/Impact:</b> Establish strong academic vocabulary foundation for EB success. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Continue implementing leveled readers in the classroom. <b>Strategy's Expected Result/Impact:</b> Establish strong academic vocabulary foundation for EB success. <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Counselors  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

**Performance Objective 5:** 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 Benchmark I- II, Semester II, progress reports, report cards, STAAR Results.  
System result

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the Herman Method intervention program with fidelity <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading <b>Staff Responsible for Monitoring:</b> Campus Administrators Dyslexia Teacher Classroom Teacher  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement staff development to assist in the training of instructional strategies, in reading and writing. <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading <b>Staff Responsible for Monitoring:</b> Campus Administrators Dyslexia Teacher Classroom Teacher  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - General Fund, - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement accommodations for eligible students to assist students in reading and writing. <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading <b>Staff Responsible for Monitoring:</b> Campus Administration Dyslexia Teacher Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Support the implementation of systems that include alignment, instruction, and assessment that will meet students' individual needs. Professional Learning Communities TEKS Resource System Eduphoria-Forethought Planning SLO- Student Learning Objective Blended Learning  <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading TEKS Resource System Forethought Planning SLO  <b>Staff Responsible for Monitoring:</b> Campus Administration Dyslexia Teacher Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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 Adopted Textbooks Scholastic Book Room  <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading <b>Staff Responsible for Monitoring:</b> Campus Administration Dyslexia Teacher Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - Title 1, Part A, - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Offer inclusion support and supplement aids to scaffold grade-level instruction in the subject areas with the RTI Process in: Language Arts Science Math Social Studies  <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading <b>Staff Responsible for Monitoring:</b> Campus Administration Special Education Teacher Classroom Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> 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            STAAR Assessment 3rd- 5th Reading</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed. Teachers            Special Ed. Administration            Content Area Staff</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide training to staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 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  STAAR Assessment 3rd- 5th Reading</p> <p><b>Staff Responsible for Monitoring:</b> Special Ed. Administration  Campus Administration  Classroom Teachers  C&amp;I Personnel  Contracted Personnel</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  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  - <b>Targeted Support Strategy</b>  <b>Funding Sources:</b> - State Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance for all population on benchmarks and STAAR. <b>Staff Responsible for Monitoring:</b> Special Ed. Administration Campus Administration Classroom Teachers C&I Personnel Contracted Personnel  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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  <b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading  <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teacher Campus Diagnostician Special Ed. Teachers Dyslexia Teacher  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Ensure coordination between general education teacher and special education resource teachers and teacher assistant. Planning collaboratively for individual student needs.</p> <p>504 Committee Meeting ARD Meeting RTI Process</p> <p><b>Strategy's Expected Result/Impact:</b> 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 STAAR Assessment 3rd- 5th Reading</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Campus Diagnostician Special Ed. Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> 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            STAAR Assessment 3rd- 5th Reading</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Classroom Teachers            Special Education Teachers.</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	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:** 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 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, Math, and Science STAAR Results

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disaggregate data regarding the number of GT identified students receiving a Master Grade Level on STAAR.  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration QUEST Teacher Classroom Teacher  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - State Gifted and Talented (G/T)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers that are in compliance with the Texas State Plan. <b>Staff Responsible for Monitoring:</b> Campus Administrators QUEST Teacher  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - State Gifted and Talented (G/T)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide advanced lessons and activities that extend beyond the TEKS/STAAR Framework for identified students through a "pull-out" program. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration Quest Teacher  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> 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:** 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 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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Migrant students will use Imagine Learning, Reflex Math, Achieve and Mechanics Learning Programs during Migrant lab time to improve their reading and math skills  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Title I Migrant Staff  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 <b>Funding Sources:</b> - Title I, Part C	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Migrant paraprofessional staff will desegregate STAAR DATA to focus on and tutor students in areas of need in grades PreK - 5th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 &amp; Writing STAAR Results            STAAR Assessment 3rd- 5th Reading &amp; MathSTAAR Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Classroom Teachers            Migrant District Team</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Funding Sources:</b> - Title I, Part C</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Tutoring in Core Content Areas, STARR Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers.  <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Migrant Paraprofessional  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, 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:** 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, 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

STAAR Assessment 3rd- 5th Reading & Math

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

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> STAAR Scores AR Points MyON Reading Minutes Read and Books Read  <b>Staff Responsible for Monitoring:</b> Campus Librarian Campus Administration Classroom Teachers CTC  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Funding Sources:</b> - Title 1, Part A, - State Special Education, - State Bilingual/ESL		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> STAAR Results The Leader In Me Survey <b>Staff Responsible for Monitoring:</b> Campus Librarian Campus Administration  <b>Title I:</b> 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Funding Sources:</b> - Title 1, Part A, - General Fund		Formative			Summative
		Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote Reading with the use of events, such as: Book Fair- Scholastic Library programming events and Author Visits Literacy Night Events  <b>Strategy's Expected Result/Impact:</b> STAAR Scores AR Points Read and Books Read <b>Staff Responsible for Monitoring:</b> Campus Librarian Campus Administration Classroom Teacher  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - General Fund, - State Bilingual/ESL, - State Special Education, - State High School Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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  <b>Strategy's Expected Result/Impact:</b> STAAR Scores AR Points Read and Books Read <b>Staff Responsible for Monitoring:</b> Campus Librarian Campus Administration Classroom Teachers  <b>Title I:</b> 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> In order to create a 21st Century, future-ready library, the library will purchase furniture and technology to create a collaborative learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> *support flexible scheduling and diverse learning experiences  * create an inviting atmosphere of spaces for reading  *use library resources for maker-space and collaborative learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Librarian  Campus Administration  Classroom Teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction  - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A. N. Tony Rico Staff will be provided with professional training on computer programs, blended learning, Google Apps, and integration of technology in their daily lessons to develop necessary skills in all subject areas. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets T-TESS Domains increased from previous year. <b>Staff Responsible for Monitoring:</b> Administration IC  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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, and Chromebooks. <b>Strategy's Expected Result/Impact:</b> Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards <b>Staff Responsible for Monitoring:</b> Administration Secretary Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers with coaching from ICs will complete lessons in order to ensure students are well informed and understand what Common Sense Media is. <b>Strategy's Expected Result/Impact:</b> Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels-BOY, MOY, EOY STAAR Scores 6 Week Report Cards <b>Staff Responsible for Monitoring:</b> Principal IC Teachers Administrators	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			
<b>Strategy 1:</b> Utilize all forms of contact with parents through phone calls, email, parent-teacher conferences, school messenger, KWES and social media (Facebook and Instagram). <b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school. <b>Staff Responsible for Monitoring:</b> Campus Principal & Administration Grade Level Chairperson's Instructional Coach Librarian Community Liaison Campus Counselor ACE Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principal & Administration Community Liaison Campus Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony. <b>Staff Responsible for Monitoring:</b> Parental Involvement Office Staff Campus Principal & Administration Community Liaison	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> 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			
<b>Strategy 1:</b> 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 of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair. <b>Strategy's Expected Result/Impact:</b> When parents are aware of community resources and information they are able to seek assistance when needed. <b>Staff Responsible for Monitoring:</b> Administrators Campus Principal & Administration Community Liaison Campus Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principal & Administration Community Liaison Campus Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Plan different activities to increase parent- community involvement. <b>Strategy's Expected Result/Impact:</b> Build a stronger communication system with parents and community members. <b>Staff Responsible for Monitoring:</b> Administrators Campus Principal & Community Aide Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Award Ceremonies will be held at the end of each six weeks period to honor those students that achieved Magna Cum Laude, Summa Cum Laude, Principal Award, Leader in Me Award, AR Award, Perfect Attendance Award. All students will be given an opportunity to participate. <b>Strategy's Expected Result/Impact:</b> To recognize students for their achievements. <b>Staff Responsible for Monitoring:</b> Teacher Principal Assistant Principal Secretary Media Aide Attendance Clerk Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase school attendance. <b>Staff Responsible for Monitoring:</b> Teacher Principal CIF Secretary Media Aide Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Increase student reading levels <b>Staff Responsible for Monitoring:</b> Teacher Principal CIF Secretary Media Aide Librarian	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

**Goal 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			
<b>Strategy 1:</b> Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.  <b>Strategy's Expected Result/Impact:</b> An increase in bilingual certified teachers. <b>Staff Responsible for Monitoring:</b> Principal Bilingual Chairs  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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			
<b>Strategy 2:</b> Teacher recognition for meeting WIG Goals. <b>Strategy's Expected Result/Impact:</b> Retain teachers. <b>Staff Responsible for Monitoring:</b> Principal Administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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            STAAR Assessment 3rd- 5th Reading</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Teachers            District Content Strategists</p> <p><b>Title I:</b>            2.6</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers in grades K- 5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Integration of technology</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Teachers            CIF</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	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			
<b>Strategy 1:</b> Provide mentors and induction training for new teachers. <b>Strategy's Expected Result/Impact:</b> Mentor assignments and mentor feedback. <b>Staff Responsible for Monitoring:</b> Principal & CIF's  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase teacher communication on addressing their needs. <b>Staff Responsible for Monitoring:</b> Principal Teachers CIF  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support. <b>Strategy's Expected Result/Impact:</b> An increase in bilingual certified teachers. <b>Staff Responsible for Monitoring:</b> Principal Bilingual Chairs	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </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:** \$0.00

**Total FTEs Funded by SCE:** 7.5

**Brief Description of SCE Services and/or Programs**

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## Personnel for A.N. Rico Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexis Garza	Teacher PK	0.5
Anika Vallejo	Instructional Coach	1
Florencia Pena	Teacher PK	0.5
Juan Rodriguez	Teacher PK	0.5
Julissa Ramirez	Teacher PK	0.5
San Juanita A. Guerra	Counselor Clerk	1
Steven Davila	Instructional Aide	0.5
Vacancy	Instructional Aide	1
Vacancy	Instructional Aide	1
Veronica Gonzalez	Instructional Coach	1

# 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
Gabriela Castillo	Instructional Aide	Title I Part A	1
Lila Vasquez	Teacher Class Size Reduction	Title II Part A	1
Liz Aurora Cuellar	Instructional Aide	Title I Part A	1
Maria A. Muniz	Sp. Ed. Aide	Title I Part A	1
Maria del Rosario Aldana	Media Aide	Title I Part A	1
Maribel Trevino	Library Aide	Title I Part A	1
Norma A. Ramos	LVN	Title I Part A	1
Rosalinda Martinez	Sp. Ed. Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1

# Campus Funding Summary

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

State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	4			\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	2			\$0.00
Sub-Total					\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00

# Addendums