Weslaco Independent School District

Mario Ybarra Elementary

2022-2023 Campus Improvement Plan

PFC Mario YBARRA Elementary

"Creating Tomorrow's Leaders Today"

Mission Statement

At P.F.C. Mario Ybarra Elementary School, we believe every child is unique and important. Everyone on campus is recognized for their achievements and praised for their individual efforts. We believe that education is a unified effort among students, parents, faculty, administrators, and staff; so that all children can learn. Our focus is to develop leaders, one child at a time.

Vision

PFC Mario Ybarra Elementary staff believes that an educational program rich in literature is a means to enhance the academic success of students. It is our vision that our students be actively engaged in a stimulating academic environment with a challenging curriculum that is student-centered and literacy enhanced. Our purpose is to educate all students to live, love, learn, and to leave a legacy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PFC Mario Ybarra Elementary is named after Mario G. Ybarra. Mario Ybarra was the oldest of 11 children, born to Felipe and Fidela G. Ybarra on May 1, 1943. As the oldest, Mario shared the responsibility of helping take care of his brothers and sisters. Mario worked in the fields at an early age to help bring money to the household.

Mario Ybarra joined the military soon after graduating from Weslaco High School in 1961. After boot camp, Ybarra was stationed in Camp Pendleton in California, where he earned a "Sharpshooter" badge and the rank of Private First Class. Ybarra visited the valley every chance he could and was able to marry his sweetheart, Manaen Hernandez.

In 1965, Ybarra along with the 3rd Battalion 1st Marines was sent to Okinawa, Japan to train for jungle warfare in preparation for Vietnam. In January 1966, Ybarra and the Marine Corps faced the 36th Infantry Regiment of the Peoples' Vietnam Army. Two months later, after a two-day battle to take Hill 50, PFC Ybarra died from a gunshot wound to the head. As the Marines finally took the hill in Operation Utah, Ybarra's remains were transported back to the states.

The flag-draped coffin soon arrived in Weslaco, and just three days after his first birthday, Mario Jr. attended his father's funeral at Highland Memorial Cemetery.

PFC Mario Ybarra was buried with full military honors in the cemetery's Circle of Honor in Weslaco, TX. He was 22 years old.

P.F.C. Mario Ybarra Elementary is located in Weslaco, Texas. P.F.C Mario Ybarra Elementary School is one of eleven elementary schools in the Weslaco Independent School District. The campus is the newest elementary constructed in 2009. The student population at Ybarra Elementary School is approximately 608 students and serves students in grades PK-4 through 5th grade.

According to the PEIMS Data Review of our campus profile, 96% of the student population is Hispanic,
 92% are identified as Economically Disadvantaged, and 49% are English Language Learners.

Ybarra Elementary involves our community leaders during special events, such as Fall Festival, Veterans Day, Career Day,
 America Goes Back to SchoolRally, Literacy Night, Leadership Day, SBDM committee meetings, and other school events.
The students of Ybarra Elementary School are recipients of a well-
balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels,
 such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard for the four
assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Ybarra Elementary are entering their third year of the Leader in Me Process. The students will continue to learn

to apply the 7 Habits of Happy Kids in their daily lives. The effort the staff has put in this journey has been visible in the culture of the school, students' grades, vocabulary, and the leadership skills the students display.

The current staff at Ybarra Elementary School is composed of 32 teaching staff, 2 campus administrators, 1 counselor, 5 Professional Support Personnel, 6 office staff, 1 Community Aide, 3 Non-Teaching Special Education Professionals, 1 Speech Therapist Assistant, 8 educational aides, and 1 Smart Moves Instructor.

Demographics Strengths

PFC Mario Ybarra received 4 distinctions in the following areas for the 2021-2022 school year:

- Distinction Designation Earned in Science for the 2021-2022 school year.
- Distinction Designation Earned in Comparative Academic Growth
- Distinction Designation Earned in Postsecondary Readiness
- Distinction Designation Earned in Closing the Gaps

P.F.C. Mario Ybarra Elementary has a supportive community that is involved and continuously supports student achievement, community endeavors, and fundraisers.

P.F.C. Mario Ybarra Elementary School has many supportive parents because they value the importance of education and they too can see great things happening.

P.F.C. Mario Ybarra Elementary promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as the Student Art Club, Choir, Robotics, Student Journalism/Ybarra Newscast, and Academic U.I.L.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is need for improvement for all core are contents on STAAR 3-5 for all students including the specific populations of EL's , SPED, Migrant, and Economically Disadvantaged have areas of need for growth. **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Student Learning

Student Learning Summary

<u>Student Academic Achievement Summary</u>: The administrators, counselors,
 and teachers evaluate student achievement data by generating state testing results reports using our district-purchased program,
Eduphoria Aware.   The administration along with the Instructional Coaches and teachers analyze
trends in student achievement by evaluating testing data in all our special population groups. The campus meets in conjunction with teachers to
desegregate student data to identify the strengths and weaknesses of students to determing specific cocerns and plancs of actions.

From TEA's 2021-2022 state accountability system PFC Mario Ybarra earned an
"A" Rating

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		77	C
STAAR Performance	50	77	
College, Career, and Military Readiness			
Graduation Rate			
School Progress		95	A
Academic Growth	91	95	A
Relative Performance			
(Eco Dis: 89.7%)	50	86	B
Closing the Gaps	98	96	A

3rd Grade Math

May 2022 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	58	20	1441	61.78%	72.41%	46.55%	24.14%
Economic Disadvantage	48	19	1424	59.60%	68.75%	41.67%	20.83%
White	1	24	1501	75%	100%	100%	0%
Hispanic	57	20	1440	61.54%	71.93%	45.61%	24.56%
Currently Emergent Bilingual	19	17	1392	54.21%	57.89%	26.32%	15.79%
Special Ed Indicator	9	12	1292	39%	33.33%	22.22%	0%

3rd Grade STAAR Reading

May 2022 STAAR Reading, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	58	20	1402	59.69%	63.79%	34.48%	13.79%
Economic Disadvantage	48	20	1391	57.94%	62.50%	31.25%	10.42%
Hispanic	57	20	1402	59.75%	63.16%	35.09%	14.04%
White	1	19	1369	56%	100%	0%	0%
Currently Emergent Bilingual	19	18	1349	51.42%	47.37%	21.05%	5.26%
Special Ed Indicator	9	14	1298	41.89%	22.22%	11.11%	0%

4th Grade Math

May 2022 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	81	22	1567	64.68%	75.31%	49.38%	17.28%
Economic Disadvantage	69	22	1566	64.19%	73.91%	46.38%	20.29%
Hispanic	81	22	1567	64.68%	75.31%	49.38%	17.28%

May 2022 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Currently Emergent Bilingual	39	22	1553	63.77%	74.36%	51.28%	12.82%
First Year of Monitoring	1	29	1700	85%	100%	100%	100%
Third Year of Monitoring	1	32	1831	94%	100%	100%	100%
Special Ed Indicator	5	17	1466	48.60%	20%	20%	0%

4th Grade Reading

May 2022 STAAR Reading, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	81	25	1540	70.79%	80.25%	55.56%	24.69%
Economic Disadvantage	69	26	1542	70.87%	79.71%	56.52%	26.09%
Hispanic	81	25	1540	70.79%	80.25%	55.56%	24.69%
Currently Emergent Bilingual	39	25	1527	69.15%	74.36%	48.72%	23.08%
First Year of Monitoring	1	34	1760	94%	100%	100%	100%
Third Year of Monitoring	1	29	1590	81%	100%	100%	0%
Special Ed Indicator	5	15	1371	42.60%	0%	0%	0%

5th Grade Math

May 2022 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Mario Ybarra Elementary	77	22	1589	61.21%	75.32%	45.45%	16.88%	05/01/22
Economic Disadvantage	59	21	1573	58.42%	67.80%	42.37%	16.95%	05/01/22
Hispanic	77	22	1589	61.21%	75.32%	45.45%	16.88%	05/01/22
Currently Emergent Bilingual	30	21	1571	58.30%	70%	40%	20%	05/01/22
Fourth Year of Monitoring	1	18	1518	50%	100%	0%	0%	05/01/22
Third Year of Monitoring	1	34	1874	94%	100%	100%	100%	05/01/22
Special Ed Indicator	11	12	1428	33.82%	27.27%	0%	0%	05/01/22

5th Grade Reading

May 2022 STAAR Reading, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Mario Ybarra Elementary	77	26	1567	68.95%	77.92%	48.05%	27.27%	05/01/22
Economic Disadvantage	59	25	1548	65.49%	71.19%	38.98%	27.12%	05/01/22
Hispanic	77	26	1567	68.95%	77.92%	48.05%	27.27%	05/01/22
Currently Emergent Bilingual	30	24	1522	63.13%	70%	33.33%	16.67%	05/01/22
Fourth Year of Monitoring	1	31	1627	82%	100%	100%	0%	05/01/22
Third Year of Monitoring	1	36	1793	95%	100%	100%	100%	05/01/22
Special Ed Indicator	11	14	1366	35.82%	9.09%	0%	0%	05/01/22

5th Grade Science

May 2022 STAAR Science, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Mario Ybarra Elementary	77	24	3811	66.94%	71.43%	38.96%	19.48%	05/01/22
Economic Disadvantage	59	23	3745	63.92%	62.71%	37.29%	15.25%	05/01/22
Hispanic	77	24	3811	66.94%	71.43%	38.96%	19.48%	05/01/22
Currently Emergent Bilingual	30	22	3661	60.87%	60%	33.33%	6.67%	05/01/22
Fourth Year of Monitoring	1	27	3926	75%	100%	0%	0%	05/01/22
Third Year of Monitoring	1	32	4402	89%	100%	100%	100%	05/01/22
Special Ed Indicator	11	13	3094	35.36%	18.18%	0%	0%	05/01/22

Student Learning Strengths

1. PFC Mario Ybarra received 4 Distinction Designations in the Texas Academic Performance Report in 2021-2022.

2. PFC Mario Ybarra Elementary received an "A" Rating in our Texas Academic Performance Report in 2021-2022.

3. PFC Mario Ybarra Elementary is identified as a "Purple Heart" School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A large portion of our students struggles with the writing process. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 14% of 3rd-grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identify students who lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 3: In 4th Grade Math, 17% of the students received a "Masters Grade Level" on STAAR Math. **Root Cause:** Students are lacking many fundamental skills, such as addition, subtraction, multiplication and division; regrouping, and the academic vocabulary that is needed to pass the math assessment.

Problem Statement 4: In grades (1st-5th), 46% of students are reading below a level based on (BOY) IRI levels in September 2022 **Root Cause:** Reading program at campus has improved in the alignment, although consistent implementation still needs to be addressed. Teacher still need additional training on implementation procedures and better understanding on Lexile Levels.

Problem Statement 5: Student Success component of Academic Achievement, there is a need for improvement in the Attendance Rate Indicator. The indicator Score for the 2021-2022 School Year was a 92.4% at Quartile 4. **Root Cause:** Parents are not sending students to school due to health conditions such as asthma COVID, and socioeconomic hardship.

School Processes & Programs

School Processes & Programs Summary

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

P.F.C. Mario Ybarra Elementary involves our community leaders during special events, such as Fall Festival, Veterans Day, Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee meetings, and other school events. The students of Ybarra Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard for the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

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

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

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

The students and staff at P.F.C. Mario Ybarra Elementary are entering their third year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the culture of the school, student's grades, vocabulary and the leadership skills the students display.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

P. F. C. Mario Ybarra Elementary has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college-ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the
needs are carefully considered and met. The campus budget is designed and developed to meet the needs of the students, teachers, parents, and our community.

Perceptions Strengths

The faculty members at P.F.C. Mario Ybarra Elementary are committed to ensuring community members and students are working towards th academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education. The campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive
absences and or tardies. Our Parental Involvement liaison and At-Risk Attendance clerk both ensure that phone calls or home visits are taking place for excessive student absences. Administration works on building our school culture by celebrating employee successes. Teachers are rewarded and acknowledged for their attendance with one-hour lunches and recognition over the morning announcements.

Perceptions Strengths

- Super Star Awards
- Meet the Teacher Nights
- Fall Festival
- America Goes Back to School Program
- Christmas Spectacular
- Week of Appreciation for Teachers, Administrative Assistants, Counselors, Nurses, and diagnosticians.
- Active Parental Involvement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for improvement in STAAR Reading/Writing for 3-5 and including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 1: By Spring 2023, the students will score at or above 70 % or higher on the Social Studies CBA's.

HB3 Goal

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

Strategy 1 Details	Reviews			

Strategy 1: Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips):
-Concepts History
-Geography
-Economics
-Government
-Citizenship
-Culture
-Science, Technology and Society
  Strategy's Expected Result/Impact: Improved learning opportunities.
  Staff Responsible for Monitoring: Campus Administrators
Social StudiesTeachers
Social Studies Strategist
Campus Secretary
 	
  Title I:
2.4, 2.5
  Funding Sources: - State Comp Ed (SCE), - Title 1, Part A
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Effective Reading Strategies in Social Studies: Integrate the application of technology to promote a blended learning environment in social studies classrooms. The following resources will be used but not limited to Readworks, Epic, Tumblebooks, Nearpod, Social Studies Weekly and Virtual Fieldtrips.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks. **Staff Responsible for Monitoring:** Campus Administrators Social Studies teachers Social Studies Strategist Campus Secretary **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - State Comp Ed (SCE), - Title I Part A				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Provide workshops and training for the Social Studies Teacher and Monthly PLC Meetings.	Formative			Summative
Strategy's Expected Result/Impact: Improve performance in CBAs and benchmarks.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Social Studies teachers Social Studies Strategist Campus Secretary **Title I:** 2.5 **Funding Sources:** - State Comp Ed (SCE), Quotes to Purchase - Title I Part A				

Strategy 4 Details	Reviews			
Strategy 4: Purchase the following technology and technology resources for instructional purposes. Including HB3	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Chromebooks and Cart
Macbook
Electronic Writing Tablets
Fugitsu Scan Snap scanner
Desktops
Surface Pro's
Laptops
Tablets
Charging Carts
Computer Speaker
Printers
3D printers
Projectors
Document Cameras
Mice
Keyboards
Headphones
USBs
Toner
Utilize online resources such as:
Brainpop, Scholastic News, Pearson Adoption Workbooks
TLIM Workbooks

>**Strategy's Expected Result/Impact:** Increased student success.
>Model letter formation and phonemic blending, syllabication.
>Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
>Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
>Scan materials to create teaching tools, materials, and references for all core subjects making them accessible to all students.
>Increased knowledge and usage of blended learning practices.
>Establish blended learning mentoring relationships.
>Utilize Instructional Coach as needed.
>
>**Staff Responsible for Monitoring:** Campus Administrators
>Campus Secretary
>
>**Title I:**
>2.4
>
>**Funding Sources:** Quotes to Purchase - State Comp Ed (SCE) - 164, Quotes to Purchase - Title I Part A

Strategy 5 Details	Reviews			
Strategy 5: Utilize TEKS Resource System and Forethought for instructional planning.	Formative			Summative
Strategy's Expected Result/Impact: Increase student succes. Increase knowledge and usage of TEKS Resource System and Forethought. **Staff Responsible for Monitoring:** Campus Administration Instructional Technology Coach Teachers **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes. Including HB3	**Formative**			**Summative**
Electronic Writing Tablets Fugitsu Scan Snap scanner	**Nov**	**Jan**	**Mar**	**June**
Chromebooks and Cart Macbook Desktops Surface Pro's Laptops Tablets Charging Carts Computer Speaker Printers 3D printers Projectors Document Cameras Mice Keyboards Headphones USBs Toner **Strategy's Expected Result/Impact:** Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools, materials, and references for all core subjects making them accessible to all students. Increased knowledge and usage of blended learning practices. **Staff Responsible for Monitoring:** Campus Administrators Campus Secretary **Title I:** 2.4, 2.5, 2.6				

Strategy 7 Details	**Reviews**			
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. (Including HB3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Classroom Teachers Library Staff **Title I:** 2.4, 2.6 **Funding Sources:** - State Special Education, - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title I Part A				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 2: By Spring 2023, we will close the gap created by COVID-19 and score at or above 78% Approaches | 54% Meets| 22% Masters in Science.

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

Strategy 1 Details	Reviews			
Strategy 1: FOSS Science Kits, Stemscope, and Student Textbooks (K-5)	**Formative**			**Summative**
-Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities	**Nov**	**Jan**	**Mar**	**June**
-Build lessons based on TEKS Resource System as aligned to TEKS. -Utilize and have access to technology resources such as Education Galaxy and Edusmart. -Access digital copies of each student textbook and teacher guide, student reproducible. **Strategy's Expected Result/Impact:** Improved performance for all populations on benchmarks and STAAR. **Staff Responsible for Monitoring:** Campus Administration Science strategist Grade level Chair Instructional Coach **Title I:** 2.4				

Strategy 2 Details	Reviews			

Strategy 2: Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies. Provide resources, support, and additional staff development in Science opportunities for all grades K-5 to improve student performance. Implement Science Word of the Day. Purchase and provide additional resources such as :
Motivational Science
TEKS Resource Region I training (Virtual/Face to Face)
Science Doodles
Brain Pop
Edusmart
 	
Provide students with hands-on investigation using the following consumables:
D Size Batteries
Iron Fillings
Sugar Cubes
Vegetable Oil
Honey
Corn Syrup
Cereal
Motors
Laser pointers
Skittles
Plain M&M's
Oreo Cookies
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR.
    Staff Responsible for Monitoring: Campus Administration
    Classroom Teachers
    Science Strategist
    Instructional Coach
    Campus Secretary
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: - State Comp Ed (SCE), - State Bilingual/ESL, - Title I Part A
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Extended day and Saturday School will be provided for students in 5th grade Science.		Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Classroom Teachers ALCC Campus Secretary **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE), - General Fund					

Strategy 4 Details		Reviews			
Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs: Edusmart Science and STAARsmart (K-12), Stemscopes and Digital Subscriptions, and Software teacher-guided instructional tools to enhance instruction and maximize learning through the use of proven research-based strategies. -Discovery Education Techbooks - Stemscopes - EduSmart -Gizmos & Science 4 Us -Foss Online Textbook		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, Benchmarks, NWEA MAP and STAAR. **Staff Responsible for Monitoring:** Campus Administration Science Strategist Science Teacher Instructional Coach **Title I:** 2.4, 2.6					

Strategy 5 Details	Reviews			

Strategy 5: Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks.
 	
Campus PLC representatives by grade level are to be pulled out for collaboration.
    Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, Benchmarks, and STAAR.
    Staff Responsible for Monitoring: Science Strategist
    Campus Admin
    Science Teachers
    Instructional Coach
 	
    Title I:
    2.4, 2.5, 2.6
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes, including HB3 Electronic Writing Tablets Fugitsu Scan Snap scanner	Formative			Summative

Chromebooks and Cart
Macbook
Surface Pro's
Desktops
Laptops
Toner
Other technology-related items
Document Camera's
Adaptors
Poster Machine and Supplies
Charging Carts
Computer Speaker
Printers
3D printers
Projectors
Document Cameras
Mice
Keyboards
Headphones
USBs
    Strategy's Expected Result/Impact: Increased student success.
    Model letter formation and phonemic blending, syllabication.
    Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
    Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
    Scan materials to create teaching tools and references for all core subjects making them accessible to all students.
	Nov	Jan	Mar	June

Increased knowledge and usage of blended learning practices.

Establish blended learning mentoring relationships.

Posters are used to motivate students to learn specific topics. Posters help learners to focus on a certain idea, event, fact, or process.

Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts.

Staff Responsible for Monitoring: Campus Administrators

Teachers

Campus Secretary

Instructional Coach

Title I:

2.4, 2.6

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

Strategy 7 Details	**Reviews**			
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. (Including HB3)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Classroom Teachers Library Staff **Title I:** 2.4, 2.6 **Funding Sources:** - State Special Education, - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title 1, Part A				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 3: By Spring 2023, we will close the gap created by COVID-19 and score at or above at 72% Approaches|50% Meets |24% Masters in Math.

HB3 Goal

Evaluation Data Sources: District Math Test, CBAs, Monitor Weekly lessons, Teacher-Made Test, Imagine Math and STAAR Results.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies. (Face to Face/Virtual)	**Formative**			**Summative**
- Region 1 - RGVCTM -Hand 2 Mind -TEKS Resource System -Edpuzzles - Imagine Math - SAVVAS Realize - Guided Math - Sharon Wells (3-4)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR. **Staff Responsible for Monitoring:** Campus Administration Math Teachers District Strategist Campus Secretary **Title I:** 2.4, 2.6 **Funding Sources:** - Title 1, Part A, - General Fund, - State Bilingual/ESL, - State Comp Ed (SCE)				

Strategy 2 Details	Reviews			
Strategy 2: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Support and utilize the following technology resources to access district curriculum components: Imagine Math (K-5th), Brain Pop, Reflex Math, Educational Galaxy, SAVAAS Realize Math, NWEA MAP, TEKS Resource System, Curriculum Associates, and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources. **Strategy's Expected Result/Impact:** Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR **Staff Responsible for Monitoring:** Math Strategist Campus Administration Math Teachers Campus Secretary **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE), - Title 1, Part A, - General Fund, - State Bilingual/ESL				

Strategy 3 Details	Reviews			
Strategy 3: Students in K to 5th graders will increase their math comprehension and fluency through purchasing Resources such as but not limited to Curriculum and Associates, Hand 2 Mind, Envision Math, Countdown to Math, Motivational Math, Math Warm-Up, Fast Focus, Ultimate Math Workbook, STAAR Master, STAAR Ready, Fast Focus, Countdown to STAAR and Sharon Wells.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Formative Benchmarks and CBAs Summative STAAR Scores **Staff Responsible for Monitoring:** Campus Administration Teachers Math Strategist Campus Secretary **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE), - State Bilingual/ESL, - Title 1, Part A, - General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Extended day and Saturday School will be provided for students in Math grade 1st -5th.	Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Classroom Teachers ALCC Campus Secretary **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE), - General Fund				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: 1. Incorporate math process standards including problem-solving strategies to strengthen students' oral and written communication in mathematics.	**Nov**	**Jan**	**Mar**	**June**

Strategy 5: 1. Incorporate math process standards including problem-solving strategies to strengthen students' oral and written communication in mathematics.
 - Differentiating Instruction
 - Math Tasks
 - Number/Math Talks
 - Power Hour/ Acceleration
 - Checks for Understanding
- Guided Math
- Working Backwards,
- Drawing a picture, t-charts
- Codina
2. Campus Professional Learning Communities for Grades K-5 to meet once every six weeks to plan using scope and sequence, plan for activities, and analyze data from benchmarks and assessments.

3. District Math PLC meetings that support math frameworks so that teachers will have all updates of the curriculum and be able to implement strategies and activities successfully.

4 . Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need
 - NWEA MAP
- Curriculum Based Assessments
- Benchmarks
- Online Program-Imagine Math (Quantile Growth)

> **Strategy's Expected Result/Impact:** Increased performance of students on assessments
> Curriculum Based Assessments,District Benchmarks and STAAR.
> **Staff Responsible for Monitoring:** Math Strategist
> Campus Administration
> Teachers
>
> **Title I:**
> 2.4, 2.5
> **Funding Sources:** - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title 1, Part A

Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 6 Details				
Electronic Writing Tablets Fugitsu Scan Snap scanner Chromebooks and Cart Macbook Surface Pro's Desktops Laptops Toner Other technology-related items Adaptors Document Cameras Poster Machine and Supplies Tablets Charging Carts Computer Speaker Printers 3D printers Projectors Document Cameras Mice Keyboards Headphones USBs **Strategy's Expected Result/Impact:** Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making them accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts. **Staff Responsible for Monitoring:** Campus Administrators Campus Secretary Teachers **Title I:** 2.4, 2.6 **Funding Sources:** - State Comp Ed (SCE) - 164, - General Fund, - Title 1, Part A				

Strategy 7 Details	Reviews			
Strategy 7: With the use of HB3 funding the following technology and technology resources for instructional purposes will be purchased	**Formative**			**Summative**
Electronic Writing Tablets Fugitsu Scan Snap scanner Purchase the following technology and technology resources for instructional purposes. Including HB3 Chromebooks and Cart Macbook Desktops Surface Pro's Laptops Tablets Charging Carts Computer Speaker Printers 3D printers Projectors Document Cameras Mice Keyboards Headphones USBs Toner Bee-Bots	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student success.
Model letter formation and phonemic blending, syllabication.
Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
Scan materials to create teaching tools and references for all core subjects making it accessible to all students.
Increased knowledge and usage of blended learning practices.
Establish blended learning mentoring relationships.

Staff Responsible for Monitoring: Campus Administration
Campus Secretary
PK-3rd Teachers

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: - State Comp Ed (SCE), - Title 1, Part A, - General Fund

Strategy 8 Details	Reviews			
Strategy 8: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Classroom Teachers Library Staff **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Special Education, - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title 1, Part A	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 4: By Spring 2023, we will close the gap created by COVID-19 and score at or above 66% Approaches| 48 Meets | 24% Masters in STAAR Reading Language Arts Assessment.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework that addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, and Spelling, including fluency, comprehension, and vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Purchase and provide Staff Development for reading materials and resources to improve students reading fluency, comprehension, and writing skills. -Epic -Istation -SIPPS (EEA) -SAVVAAS Reading -Accelerated Reading -Region Data Basis -Mackin Via -A-Z Learning (EEA) -Independent Reading/Writing -TEKS Resource System -Nearpod **Strategy's Expected Result/Impact:** Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Coach Campus Secretary **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE), - Title 1, Part A, - State Bilingual/ESL, - General Fund				

Strategy 2 Details		Reviews		

Strategy 2: Provide Extended day and Saturday school for students in grades 1st -5th in the area of Reading and Writing. Provide tutoring through Power Hour for students in grades 1st-5th.	Formative			Summative
	Nov	Jan	Mar	June

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

Staff Responsible for Monitoring: Campus Administration
Campus Secretary
ALCC
Teachers

Title I:
2.4, 2.5, 2.6
Funding Sources: - State Comp Ed (SCE), - General Fund

Strategy 3 Details		Reviews		

Strategy 3: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	Formative			Summative
	Nov	Jan	Mar	June

Provide staff development, and guidance on SAVVAS, SIPPS, NWEA Map Growth, and Istation.

District Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks.

Campus Professional Learning Communities for Grades K-5 to meet once every six weeks to review data and planning.

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

Staff Responsible for Monitoring: ELAR Strategist
ELAR CIF
Instructional Coach
Campus Secretary

Title I:
2.4, 2.5, 2.6

Strategy 4 Details	Reviews			
Strategy 4: Students in Pre-Kinder through second grades will have access to print books and audiobooks to maximize their reading comprehension achievement. Books will be integrated into the reading curriculum, building the student's vocabulary, fluency, and comprehension, including HB3. -Tumble Books - EPIC - Accelerated Reader -Mackin Via **Strategy's Expected Result/Impact:** Formative Assessments Fountas and Pinnell Testing Summative EOY reading level **Staff Responsible for Monitoring:** Campus Administration Teachers CIF **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - ESSER	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance.	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance. 1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Blended Learning 5. Entrance and Exit Tickets 6. Differentiate Instruction 7. Personalized Instruction 8. Think Pair Share **Strategy's Expected Result/Impact:** Formative Assessments Projects Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments **Staff Responsible for Monitoring:** Campus Administration Teachers CIF Instructional Coach **Title I:** 2.4				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Purchase the following technology and technology resources for instructional purposes.	**Nov**	**Jan**	**Mar**	**June**

Strategy 6: Purchase the following technology and technology resources for instructional purposes.
-Electronic Writing Tablets
-Fugitsu Scan Snap scanner
-Chromebooks and Cart
-Macbook
-Surface Pro's
-Laptops
-Desktops
-Toner
-Other technology-related items
-Adaptors
-Document Cameras
_Poster Machine and SuppliesPurchase the following technology and technology resources for instructional purposes.
Including HB3
Chromebooks and Cart
Tablets
Charging Carts
Computer Speaker
Printers
3D printers
Projectors
Document Cameras
Mice
Keyboards
Headphones
USBs

    Strategy's Expected Result/Impact: Increased student success.
Model letter formation and phonemic blending, syllabication.
Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
Scan materials to create teaching tools and references for all core subjects making it accessible to all students.
Increased knowledge and usage of blended learning practices.
Establish blended learning mentoring relationships.
Posters are a convenient way for both students and teachers to help students understand the topics a lot faster.
Students are able to visually represent the key points and while presenting elaborate on the same which facilitates
their retention and recall of events and facts.
    Staff Responsible for Monitoring: Campus Administrators
Campus Secretary

    Title I:
2.4, 2.6
    Funding Sources: - State Comp Ed (SCE) - 164

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. (Including HB3)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Classroom Teachers Library Staff **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Special Education, - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title 1, Part A				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 5: By Spring 2023, we will close the gap and increase College and Career Readiness by at least 5% by integrating reading, writing, and academic vocabulary across all curriculum areas.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a strong conflict resolution program that promotes positive relationships and student success. Continue with the implementation of the Leader In Me Process. **Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and aggressively pursue a college degree. **Staff Responsible for Monitoring:** Administration Counselor Teachers **Title I:** 2.4, 2.5, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create an anti-bullying environment by providing awareness programs for our students. Implement lessons through the counseling department. **Strategy's Expected Result/Impact:** A school environment where students are comfortable, feel safe and can focus on learning. **Staff Responsible for Monitoring:** Administration Counselor Teachers **Title I:** 2.4, 2.6, 4.1, 4.2	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: The counselor will devote 80% of the time in accordance with SB 179 in the area of guidance curriculum through -Classroom presentations -Leader in Me lessons -School-wide programs and other special events -Career and college awareness activities. -Attend local and out-of-district field trips **Strategy's Expected Result/Impact:** All students will be motivated to become successful leaders in school and positive members of society and eventually complete high school and aggressively pursue a college degree. **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors **Title I:** 2.4, 2.6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 6: By the end of the 2023 school year, the percentage of EL students who score at the 70% mastery level on the foundational skills of reading and math.

    Evaluation Data Sources: District Benchmarks, CBA's, Monitor Weekly lesson, NWEA MAP Test, Istation, STAAR Results, and TELPAS.

Strategy 1 Details	Reviews			
Strategy 1: Meet with teachers to monitor EL placement, academic progress, grades and benchmark scores to recommend appropriate interventions. Assess all students the first 20 days of enrollment to find the student's independent, instructional and frustration levels of reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite
    Staff Responsible for Monitoring: Campus Administration
Classroom Teacher
Counselor
 	
    Title I:
    2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Implement model strategies to help LEP students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction *Power Hour	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success
    Staff Responsible for Monitoring: Campus Administrators
Counselors
ITC
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 3 Details		Reviews			
Strategy 3: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors **Title I:** 2.4, 2.6					

Strategy 4 Details		Reviews			
Strategy 4: Provide staff development opportunities for independent reading, small-group reading, and literature to improve reading proficiency in all areas of reading. TEKS Resource System, LIAG training, Write Time for Kids, SIPPS, Cross-curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional growth in area of Reading for participants. **Staff Responsible for Monitoring:** Campus Administration Bilingual Department **Title I:** 2.4, 2.5					

Strategy 5 Details		Reviews			
Strategy 5: Provide student-choice reading selections through the year and continue implementing leveled readers and book rooms.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase independent reading levels of all students **Staff Responsible for Monitoring:** Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director **Title I:** 2.4, 2.5, 2.6					

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Teachers in grades K-5th will attend blended learning trainings. Teachers will continue to use blended learning in at least one of the content areas. **Strategy's Expected Result/Impact:** Teachers CARE Sessions Lesson Plans Walk Through T-Tess **Staff Responsible for Monitoring:** Campus Admin. IDC Teachers Grade Level Chairs **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	**Reviews**			
Strategy 7: Purchase the following technology and technology resources for instructional purposes:	**Formative**			**Summative**
Writing Tablets (PK - 3rd) Fugitsu Scanners (PK-3rd)	**Nov**	**Jan**	**Mar**	**June**

Chromebooks and Cart
Macbook
Surface Pro's
Desktops
Laptops
Toner
Other technology-related items
Adaptors
Document Cameras
Poster Machine and Supplies
 	
    Strategy's Expected Result/Impact: Increased student success.
    Model letter formation and phonemic blending, syllabication.
    Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
    Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
    Scan materials to create teaching tools and references for all core subjects making it accessible to all students.
    Increased knowledge and usage of blended learning practices.
    Establish blended learning mentoring relationships.
    Posters are a convenient way for both students and teachers to help students understand the topics a lot faster.
    Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts.
 	
    Staff Responsible for Monitoring: Campus Administrators
    Campus Secretary
    Librarian
 	
    Title I:
    2.4, 2.6
    Funding Sources: - State Comp Ed (SCE) - 164				

Strategy 8 Details	**Reviews**			
Strategy 8: Implement and plan reading math curriculum in small group tutorials for grades PreK-5th. Provide tutoring and assist teachers in content areas during the school day.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, CIF	**Nov**	**Jan**	**Mar**	**June**

Teachers
    Instructional Assistants
 	
    Funding Sources: - State Comp Ed (SCE)				

Strategy 9 Details	Reviews			
Strategy 9: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Classroom Teachers Library Staff **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Special Education, - State Comp Ed (SCE), - State Bilingual/ESL, - General Fund, - Title 1, Part A	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 7: All student populations will achieve 100% mastery "Approaches" on all STAAR and increase in both "Meets" and "Masters" performance.

Evaluation Data Sources: GT qualification tests, TAPR reports, Monitor Weekly lessons, STAAR results, Teacher evaluation of the QUEST program, Advanced Academics Academy, and activities specifically for Gifted and Talented students.

Strategy 1 Details	Reviews			
Strategy 1: Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 Teachers **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Title I:** 2.5				

Strategy 3 Details	**Reviews**			
Strategy 3: Provide hands on and real world experiences for identified gifted students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators **Title I:** 2.4				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 8: The Fine Arts will increase student participation in the fine arts.

Evaluation Data Sources: UIL Events Participation

Strategy 1 Details	Reviews			
Strategy 1: Students will compete and have high level of success in UIL.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. **Staff Responsible for Monitoring:** Campus Administrators Teachers **Title I:** 2.5	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco. (Face to Face/ Virtual)	**Formative**			**Summative**
ART -Community events/ participation events: * Rio Grande Valley Western Art Contest (Spring) *WISD K-12 Fiesta 2020 Art Competition (Spring) Music- Community Events * Fiesta Celebration (Virtual/Face to Face) * Christmas Performance (Virtual/Face to Face)) * Veteran's Day (Virtual/Face to Face) *5th Grade Graduation (Virtual/Face to Face) **Strategy's Expected Result/Impact:** Successful at competitions through individual and group performance **Staff Responsible for Monitoring:** Campus Administration Art Teacher Music Teacher **Title I:** 2.5	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	**Reviews**			
Strategy 3: The visual arts will work with local arts advocacy groups to promote the arts through shows and competitions.	**Formative**			**Summative**
WISD K-12 Fiesta 2022 Art Competition	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year. **Staff Responsible for Monitoring:** Campus Administration Art Teacher **Title I:** 2.5				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 9: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teachers with:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources *Student Learning books for all types of readers. **Strategy's Expected Result/Impact:** Increased usage of library resources and digital media from staff and students. Increased engagement in reading and literacy. **Staff Responsible for Monitoring:** Campus Library Staff Teachers District Library Staff Campus Secretary **Title I:** 2.4, 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive reading environment where frequent and flexible access to library is encouraged. Provide engaging lessons and diverse reading selections so that students will become life-long readers through:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

*Seasonal Book Displays
*Virtual Library Lessons
*Library Makerspace
*Book talks
*Special Contests/Events
*Book Clubs (Virtual)
*Reading/Library Promotions
* Seasonal Celebrations (Virtual)
*Author's Visits (Virtual /Face to Face)
*District Events and Initiatives
 	
    Strategy's Expected Result/Impact: Increase of well-rounded and diverse reading selections for all students.
    Increase in student library usage from low and reluctant readers.
    Increased library circulation.
    Update library collection by purchasing new books and weeding outdated material.
 	
    Staff Responsible for Monitoring: Campus Library Staff
    District Library Staff
    Teachers
 	
    Title I:
    2.4, 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Provide students and staff with electronic resources for reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Accelerated Reader Tumblebooks Destiny Ebooks EPIC Brain Pop Teaching Books.net MackinVIA Region One-Library Database **Strategy's Expected Result/Impact:** Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with an unlimited amount of reading resources to be used at home and after school hours. Journey to a Million (AR Board) Improve STAAR Scores. Texas Bluebonnet Wall of Fame **Staff Responsible for Monitoring:** Teachers Campus Library Staff District Library Staff **Title I:** 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

*AR Six Weeks Celebrations
*Bulletin Showcase of Students
*Certificates
*Assemblies (Virtual)
*Six Weeks Celebrations
*End-of-the Year Field Trip
*Red Carpet Reader

    Strategy's Expected Result/Impact: Improved STAAR Scores
High AR Word counts and points per student.

Increased vocabulary

Increased usage of EPIC Books and other Ebook resources.

Increased library circulation of books.
    Staff Responsible for Monitoring: Campus Librarian
Campus
Administration
Classroom Teachers

    Title I:
2.4, 2.5

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Promote Reading with the use of events, such as:	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Promote Reading with the use of events, such as: *Seasonal and National Literacy Celebrations *Book Fair-Scholastic (Virtual) *National Reading Event- National *Library Week, * Read Across America, *Weslaco Children's Book Week, * Author Visits *Campus Literacy Night *District Literacy Night *Little Free Library *Texas Bluebonnet Celebration **Strategy's Expected Result/Impact:** Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores **Staff Responsible for Monitoring:** Campus Librarian Campus Administration Classroom Teacher **Title I:** 2.5				

Strategy 6 Details	Reviews			
Strategy 6: Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores **Staff Responsible for Monitoring:** Campus Library Staff Teachers **Title I:** 2.5				

Strategy 7 Details	Reviews			
Strategy 7: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.	Formative			Summative
	Nov	Jan	Mar	June
Provide teachers and students with fixed and flexible schedules. **Strategy's Expected Result/Impact:** Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores **Staff Responsible for Monitoring:** Campus Library Staff Teachers **Title I:** 2.5				

Strategy 8 Details	Reviews			
Strategy 8: Purchase the following technology and technology resources for instructional purposes: Writing Tablets (PK -3rd) Fujitsu Scanners Chromebooks and Cart Macbook Surface Pro's Desktops Laptops Toner Other technology-related items Adaptors Document Cameras Poster Machine and Supplies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student success.
Model letter formation and phonemic blending, syllabication.
Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
Scan materials to create teaching tools and references for all core subjects making them accessible to all students.
Increased knowledge and usage of blended learning practices.
Establish blended learning mentoring relationships.
Posters are a convenient way for both students and teachers to help students understand the topics a lot faster.
Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts.

Staff Responsible for Monitoring: Campus Administrators
Teachers
Campus Secretary
Librarian
Campus Technology Coordinator

Title I:
2.4, 2.6
Funding Sources: - State Comp Ed (SCE) - 164 - $69,944

Strategy 9 Details	Reviews			
Strategy 9: The following technology and technology resources for instructional purposes will be purchased Electronic Writing Tablets Fugitsu Scan Snap scanner	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making it accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. **Staff Responsible for Monitoring:** Campus Administration Campus Principal PK-3rd Grade Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 10: By May 2023, all identified SPED students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement accommodations to assist eligible students in math, reading and writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through EasyCBM reports, walk-throughs, T-TESS and STAAR. **Staff Responsible for Monitoring:** Campus Administration Classroom Teacher Resource Teacher **Title I:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide and implement staff development on instructional strategies to assist in math, reading and writing for Special Education Teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
* Region One Trainings * Learning ALLY * IEP Training, Accommodations * STAAR Training **Strategy's Expected Result/Impact:** Improved Math, Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring Easy CBM, Walk-throughs, T-TESS and STAAR. **Staff Responsible for Monitoring:** Campus Administrators Special Ed. Teachers Special Ed Department Campus Secretary **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Identify SPED students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of student performance on state assessment or any other instructional program implemented. **Staff Responsible for Monitoring:** Campus Administration ARD Committees SPED Teachers **Title I:** 2.4, 2.5, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 11: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH and FITNESS of their students.

Evaluation Data Sources: Fitness Test
Classroom Walk-Throughs

Strategy 1 Details		Reviews			
Strategy 1: Encourage physical Education as a life long lesson and provide lesson and activities that promote a healthy lifestyle for all students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Activities will include but are not limited to: * Nutrition Presenters *Motivational Speakers **Strategy's Expected Result/Impact:** Daily lesson plans provide by P.E./Health Coach **Staff Responsible for Monitoring:** Campus Adminstration Physical/Health Coach Campus Secretary **Title I:** 2.5					
Strategy 2 Details		Reviews			
Strategy 2: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Daily lesson plans Fitness Gram **Staff Responsible for Monitoring:** Campus Administration P.E./Health Coach **Title I:** 2.5					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENTS: SAFE, SECURE, DRUG-FREE, TECHNOLOGY-RICH, AND WRITING ENVIRONMENTS DISTRICT-WIDE THAT PROMOTE HIGH PERFORMANCE

Performance Objective 1: Safe and secure technology use processes will be in place with 100% of WISD students and staff employing safe & secure digital citizenship behaviors. Adopt and implement an anti-bullying plan that will help students feel safe and secure while at schools.

Evaluation Data Sources: Evaluations, Campus Events, Campus Six Weeks Reports, Parents Sign-In's, Parent/Teacher Conference Form and   Eduphoria sign-in sheets: Internet safety training
Certificate

Strategy 1 Details	Reviews			
Strategy 1: 100% of P.F.C. Mario Ybarra students and staff will complete Internet Safety training using the Common Sense Media curriculum or an approved alternate. This will allow the majority of campuses and Weslaco ISD to receive the designation of Common Sense Media Certified.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc. behaviors. Family and Community engagement with digital citizenship conversations at home. **Staff Responsible for Monitoring:** Campus Administration ITC Teachers **Title I:** 4.1				

Strategy 2 Details	Reviews			
Strategy 2: Support at the teacher level with the implementation of content/ process/ product material from the Innovative Teaching Day in August 2022 -2023 and all other technology initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. **Staff Responsible for Monitoring:** Campus Administration Teachers District Technology Coordinator ITC **Title I:** 2.4, 2.5				

Strategy 3 Details	Reviews			
Strategy 3: 100% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and community in this survey. **Strategy's Expected Result/Impact:** Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility. **Staff Responsible for Monitoring:** Director of Instructional Technology Campus Administration Teachers IDC **Title I:** 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase the following technology and technology resources for instructional purposes. Writing Tablet Fugitsu Scanner	Formative			Summative
	Nov	Jan	Mar	June

Chromebooks and Cart
Macbook
Surface Pro's
Desktops
Laptops
Toner
Other technology-related items
Poster Machine and Supplies

Strategy's Expected Result/Impact: Increased student success.
Model letter formation and phonemic blending, syllabication.
Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies.
Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper.
Scan materials to create teaching tools and references for all core subjects making it accessible to all students.
Increased knowledge and usage of blended learning practices.
Establish blended learning mentoring relationships.
Posters are a convenient way for both students and teachers to help students understand the topics a lot faster.
Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts.

Staff Responsible for Monitoring: Campus Administration
Teachers
Campus Secretary

Title I:
2.4, 2.5, 2.6

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Establish a network of community partners that will enhance the parental involvement program

    Evaluation Data Sources: Sign-In's, Annual Health Fair and Volunteer Logs, Phone logs.

Strategy 1 Details	Reviews			
Strategy 1: PFC Mario Ybarra Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: When parents are engaged and participates in campus activities
    Staff Responsible for Monitoring: Campus Administrators
Community Aide
Counselors
Teachers
 	
    Title I:
4.1, 4.2
    Funding Sources: - Title 1, Part A - $21,117				

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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 Director
 	
Campus Principal &
Administration
 	
Community Aide
 	
    Title I:
4.2
    Funding Sources: - Title 1, Part A - $21,117				

Strategy 3 Details	Reviews			
Strategy 3: Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3.	**Formative**			**Summative**
Strategy's Expected Result/Impact: When parents are engaged and participates in campus activities.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers **Title I:** 4.2 **Funding Sources:** - Title 1, Part A - $21,117				

Strategy 4 Details	Reviews			
Strategy 4: Utilize all forms of contact with parents through phone calls, email, parent-teacher conferences, school messenger, KWES, and social media (Facebook and Twitter).	**Formative**			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers **Title I:** 4.2 **Funding Sources:** - Title 1, Part A - $21,117				

Strategy 5 Details	Reviews			
Strategy 5: Hold STAAR Meeting / Meet the Teacher Night, Book Fairs, Report Card Pick-Up, Literacy Night and classroom activities. (Virtual/Face-to-Face)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Involve the community in annual Fall Festival, Leadership Day, Literacy Night, Coffee with the Superintendent. **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 Administrators Community Aide Counselors Teachers **Title I:** 4.2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: HIGH-QUALITY, RESEARCH-BASED TRAINING DEVELOPMENT AND SUPPORT FOR ALL EMPLOYEES

Performance Objective 1: All students will be taught by highly qualified and state certified teachers through professional development opportunities.

Evaluation Data Sources: Eduphoria and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, SIPPS, and vertical alignment sessions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings **Staff Responsible for Monitoring:** Administration Teachers Language Arts Strategists Bilingual Director **Title I:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

State Compensatory

Budget for Mario Ybarra Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 5.5
Brief Description of SCE Services and/or Programs

Personnel for Mario Ybarra Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Ayala	Teacher PK	0.5
Idalia Pena-Rios	Instructional Aide	1
Juanita Runge	Teacher PK	0.5
Leticia Salinas	Instructional Coach	1
Luisana Sanchez	Teacher PK	0.5
Marina D. Hinojosa	Instructional Coach	1
Sandy Gonzalez	Counselor Clerk	1

Title I Personnel

Name	Position	Program	FTE
Cynthia Martinez	Computer Lab Aide	Title I Part A	1
Diana R. Ramos	Nurses Aide	Title I Part A	1
Gregory K. Phillips	Instructional Aide	Title I Part A	1
Maria Aceves	Teacher Class Size Reduction	Title II Part A	1
Tim R. Thompson	Media Aide	Title I Part A	1
Vacancy	Community Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Yuri Hernandez	Library Aide	Title I Part A	1

Campus Funding Summary

State Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	2	7			$0.00
1	3	8			$0.00
1	4	7			$0.00
1	6	9			$0.00
				Sub-Total	$0.00

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4	Quotes to Purchase	164	$0.00
1	1	7			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	6		164	$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	3	6		164	$0.00
1	3	7			$0.00
1	3	8			$0.00
1	4	1			$0.00
1	4	2			$0.00

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	6		164	$0.00
1	4	7			$0.00
1	6	7		164	$0.00
1	6	8			$0.00
1	6	9			$0.00
1	9	8		164	$69,944.00
				Sub-Total	$69,944.00

State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	2	2			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	5			$0.00
1	3	8			$0.00
1	4	1			$0.00
1	4	7			$0.00
1	6	9			$0.00
				Sub-Total	$0.00

Title 1, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	5			$0.00
1	3	6			$0.00

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	7			$0.00
1	3	8			$0.00
1	4	1			$0.00
1	4	7			$0.00
1	6	9			$0.00
3	1	1			$21,117.00
3	1	2			$21,117.00
3	1	3			$21,117.00
3	1	4			$21,117.00
				Sub-Total	$84,468.00
General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
1	2	3			$0.00
1	2	7			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	3	6			$0.00
1	3	7			$0.00
1	3	8			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	7			$0.00
1	6	9			$0.00
				Sub-Total	$0.00

Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3	Quotes to Purchase		$0.00
1	1	4	Quotes to Purchase		$0.00
1	1	7			$0.00
1	2	2			$0.00
				Sub-Total	$0.00
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	4			$0.00
				Sub-Total	$0.00

Addendums

PFC Mario YBARRA STAAR Results

3rd Grade Reading

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

3rd Grade Math

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

4th Grade Reading

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

4th Grade Math

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

4th Grade Writing

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

5th Grade Reading

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

5th Grade Math

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

5th Grade Science

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