

Weslaco Independent School District

Mario Ybarra Elementary

2023-2024 Campus Improvement Plan



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

The students and staff at Ybarra Elementary are entering their third year of the Leader in Me Process. The students 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 22 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, 1 Smart Moves Instructor and 1 ACE Instructor.

Demographics Strengths

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, Student Journalism/Ybarra Newscast, and Academic U.I.L.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student Academic Achievement Summary: 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 determine specific concerns and plans of action.

**From TEA's 2022-2023 state accountability system PFC Mario Ybarra earned a Preliminary Rating Earning A
"C" Rating**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		74	C
STAAR Performance		74	C
College, Career, and Military Readiness			
Graduation Rate			
School Progress			
Academic Growth		69	D
Relative Performance (Eco Dis: 89.7%)		83	B
Closing the Gaps		67	D

3rd Grade Math

	May 2023 STAAR Mathematics, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
Mario Ybarra Elementary	73	21	1491	57.42%	80.82%	54.79%	24.66%	
Economic Disadvantage	67	20	1477	55.39%	79.10%	50.75%	19.40%	
Hispanic	73	21	1491	57.42%	80.82%	54.79%	24.66%	
Currently Emergent Bilingual	26	21	1486	57.59%	80.77%	61.54%	19.23%	
Special Ed Indicator	7	13	1336	34.36%	42.86%	0%	0%	

3rd Grade STAAR Reading

	May 2023 STAAR Reading Language Arts, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	
Mario Ybarra Elementary	71	24	1418	46.32%	74.65%	35.21%	12.68%	
Economic Disadvantage	65	23	1407	44.62%	72.31%	30.77%	10.77%	
Hispanic	71	24	1418	46.32%	74.65%	35.21%	12.68%	
Currently Emergent Bilingual	24	22	1390	42.47%	54.17%	37.50%	8.33%	
Special Ed Indicator	7	17	1324	32.42%	57.14%	0%	0%	

4th Grade Math

	May 2023 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	54	22	1552	54.91%	68.52%	57.41%	14.81%
Economic Disadvantage	46	21	1535	52.77%	67.39%	54.35%	8.70%
Hispanic	53	22	1548	54.34%	67.92%	56.60%	13.21%
White	1	34	1762	85%	100%	100%	100%
Currently Emergent Bilingual	17	21	1539	52.94%	64.71%	52.94%	11.76%
Special Ed Indicator	7	15	1434	37.50%	28.57%	28.57%	0%

4th Grade Reading

	May 2023 STAAR Reading Language Arts, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	54	26	1534	49.75%	88.89%	48.15%	14.81%
Economic Disadvantage	46	25	1517	47.28%	86.96%	43.48%	8.70%
Hispanic	53	26	1536	50.07%	88.68%	49.06%	15.09%
White	1	17	1429	32.69%	100%	0%	0%
Currently Emergent Bilingual	17	22	1488	42.76%	88.24%	29.41%	5.88%
Special Ed Indicator	7	19	1451	37.36%	71.43%	14.29%	0%

5th Grade Math

	May 2023 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	91	23	1623	54.37%	84.62%	47.25%	8.79%
Economic Disadvantage	75	23	1632	55.59%	86.67%	48%	10.67%
Black/African American	1	10	1437	23.81%	0%	0%	0%
Hispanic	90	23	1626	54.71%	85.56%	47.78%	8.89%
Currently Emergent Bilingual	45	22	1614	53.39%	84.44%	48.89%	4.44%
First Year of Monitoring	1	32	1757	76.19%	100%	100%	0%
Third Year of Monitoring	1	37	1873	88.10%	100%	100%	100%
Special Ed Indicator	5	19	1565	44.76%	100%	20%	0%

5th Grade Reading

	May 2023 STAAR Reading Language Arts, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	92	31	1592	58.86%	82.61%	58.70%	20.65%
Economic Disadvantage	76	31	1600	59.84%	84.21%	60.53%	23.68%
Black/African American	1	11	1324	21.15%	0%	0%	0%
Hispanic	91	31	1595	59.28%	83.52%	59.34%	20.88%
Currently Emergent Bilingual	45	30	1582	57.56%	77.78%	57.78%	20%
First Year of Monitoring	1	37	1670	71.15%	100%	100%	0%
Third Year of Monitoring	1	38	1685	73.08%	100%	100%	0%
Special Ed Indicator	5	15	1393	29.62%	0%	0%	0%

5th Grade Science

	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	91	20	3687	51.54%	61.54%	23.08%	6.59%
Economic Disadvantage	75	20	3702	52.07%	61.33%	25.33%	8%
Black/African American	1	14	3284	35.90%	0%	0%	0%
Hispanic	90	20	3692	51.71%	62.22%	23.33%	6.67%
Currently Emergent Bilingual	45	20	3676	51.17%	62.22%	20%	4.44%
First Year of Monitoring	1	28	4216	71.79%	100%	100%	0%
Third Year of Monitoring	1	28	4216	71.79%	100%	100%	0%
Special Ed Indicator	5	15	3344	38.46%	20%	0%	0%

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: Only 16% of all students Mastered Grade Level Standards in Reading. **Root Cause:** Identify students who lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 3: Only 16% of all 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 2022-2023 School Year was 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 the 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 ELR 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
- 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 2024, 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 Studies Teachers 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 Education Galaxy. Readworks, Epic, Tumblebooks, Nearpod, Social Studies Weekly and Virtual Fieldtrips. 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 5: Effective Instruction Funding Sources: - State Comp Ed (SCE), - Title I Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Strategy 3: Provide workshops and training for the Social Studies Teacher and Weekly PLC Meetings. Strategy's Expected Result/Impact: Improve performance in CBAs and benchmarks. 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		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Purchase the following technology and technology resources for instructional purposes. Including HB3 Chromebooks and Cart Macbook iPads 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 Microphones Utilize online resources such as: Education Galaxy, Brainpop, Scholastic News, Pearson Adoption 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize TEKS Resource System and Forethought for instructional planning. Strategy's Expected Result/Impact: Increase student succes. Increase knowledge and usage of TEKS Resource System and Forethought. Staff Responsible for Monitoring: Campus Administration Instructional Technology Coach Teachers Title I: 2.4	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 Chromebooks and Cart Macbook iPads Desktops Surface Pro's Laptops Tablets Charging Carts Computer Speaker Printers 3D printers Projectors Document Cameras Mice Keyboards Headphones USBs Toner Microphones 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 2: By Spring 2024, we will close the gap created by COVID-19 and score at or above 78% Approaches| 58 Meets | 25% 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, iReady, NWEA and STAAR Results.





Strategy 1 Details	Reviews			
<p>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.</p> <p>Purchase and provide Staff Development for reading materials and resources to improve students reading fluency, comprehension, and writing skills.</p> <ul style="list-style-type: none"> -Epic -Istation -SIPPS (EEA) -SAVVAAS Reading -Accelerated Reading -Region Data Basis -Mackin Via -A-Z Learning (EEA) -Independent Reading/Writing -TEKS Resource System -Nearpod -Learning Farm <p>Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Campus Secretary</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Comp Ed (SCE), - Title 1, Part A, - State Bilingual/ESL, - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

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

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			
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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase the following technology and technology resources for instructional purposes.</p> <ul style="list-style-type: none"> -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 Supplies <p>Purchase the following technology and technology resources for instructional purposes.</p> <p>Including HB3</p> <p>Chromebooks and Cart</p> <p>Tablets</p> <p>Charging Carts</p> <p>Computer Speaker</p> <p>Printers</p> <p>3D printers</p> <p>Projectors</p> <p>Document Cameras</p> <p>Mice</p> <p>Keyboards</p> <p>Headphones</p> <p>USBs</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Secretary</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - State Comp Ed (SCE) - 164</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. (Including HB3) - manipulatives -supplemental resources (flash cards for math and reading etc.,) -educational classroom carpet 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 3: By the end of the 2024 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, K-2 Summit, 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. 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	Formative			Summative
	Nov	Jan	Mar	June
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 3rd- 5th *Differentiate Instruction Strategy's Expected Result/Impact: Establish a strong academic vocabulary foundation for ELL success Staff Responsible for Monitoring: CampusAdministrators Counselor Instructional Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting. Strategy's Expected Result/Impact: Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite Staff Responsible for Monitoring: CampusAdministrators Teachers Counselor Title I: 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
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, iReady, K-12 Summit, SIPPS, Cross-curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies. 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		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Provide student-choice reading selections through the year and continue implementing leveled readers and book rooms. 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		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
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. Instructional Coach Teachers Grade Level Chairs Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Purchase the following technology and technology resources for instructional purposes: Writing Tablets (PK - 3rd) Fugitsu Scanners (PK-3rd) 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	Formative			Summative
	Nov	Jan	Mar	June
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. Staff Responsible for Monitoring: Principal, CIF Teachers Instructional Assistants Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. 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 I, Part A	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: 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. 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide hands on and real world experiences for identified gifted students. Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan Staff Responsible for Monitoring: Campus Administrators Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 5: 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. Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Staff Responsible for Monitoring: Campus Administrators Teachers Title I: 2.5	Formative			Summative
	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) 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	Formative			Summative
	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. WISD K-12 Fiesta 2022 Art Competition Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year. Staff Responsible for Monitoring: Campus Administration Art Teacher Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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

Performance Objective 6: 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: *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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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:</p> <ul style="list-style-type: none"> *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 <p>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.</p> <p>Staff Responsible for Monitoring: Campus Library Staff District Library Staff Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide students and staff with electronic resources for reading. Accelerated Reader Tumblebooks Destiny Ebooks EPIC Brain Pop Teaching Books.net MackinVIA Region One-Library Database Strategy's Expected Result/Impact: Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with 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	Formative			Summative
	Nov	Jan	Mar	June

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: *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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Promote Reading with the use of events, such as:</p> <ul style="list-style-type: none"> *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 <p>Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects.</p> <p>Provide students with opportunities to become life-long readers.</p> <p>Impact learning through opportunities promoting literacy.</p> <p>Better STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Provide teachers and students with fixed and flexible schedules.</p> <p>Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects.</p> <p>Provide students with opportunities to become life-long readers.</p> <p>Impact learning through opportunities promoting literacy.</p> <p>Better STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Library Staff Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7 Details	Reviews			
Strategy 7: 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 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 7: By May 2024, 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. Strategy's Expected Result/Impact: Improved Math, Reading, and Writing scores on Benchmarks, Six Weeks' Progress Reports, IEPs Goals, Progress Monitoring, walk-throughs, T-TESS and STAAR. Staff Responsible for Monitoring: Campus Administration Classroom Teacher Resource Teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	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. * 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	Formative			Summative
	Nov	Jan	Mar	June

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. 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		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 2: ENGAGING LEARNING ENVIRONMENTS: SAFE, SECURE, DRUG-FREE, TECHNOLOGY-RICH, AND 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. 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	Formative			Summative
	Nov	Jan	Mar	June
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 2023 -2024 and all other technology initiatives. 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	Formative			Summative
	Nov	Jan	Mar	June

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

No Progress

Accomplished

Continue/Modify

Discontinue





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

Performance Objective 1: 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) 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	Formative			Summative
	Nov	Jan	Mar	June
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. 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	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3. 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: 4.2 Funding Sources: - Title 1, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June
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). 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 Funding Sources: - Title 1, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June

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) 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Eduphoria and sign-in sheets

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. 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: 4

Brief Description of SCE Services and/or Programs

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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
Marina D. Hinojosa	Instructional Coach	1
Sandy Gonzalez	Counselor Clerk	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Martinez	Computer Lab Aide	Title I Part A	1
Diana R. Ramos	Nurses 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	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	1			\$0.00
1	2	2			\$0.00
1	2	6		164	\$0.00
1	2	7			\$0.00
1	3	7		164	\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	6	7		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	1			\$0.00
1	2	7			\$0.00
1	3	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	1			\$0.00
1	2	7			\$0.00
1	3	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	1			\$0.00
1	2	2			\$0.00
1	2	7			\$0.00
1	3	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
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	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%