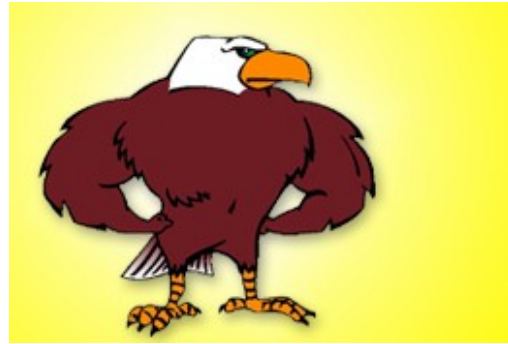


Clint Independent School District

Frank Macias Elementary

2023-2024 Improvement Plan



Board Approval Date: September 19, 2023

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Name: Frank Macias Elementary

Vision Statement: Educating our Future - Educando Nuestro Futuro

Mission Statement: The Faculty and staff of Frank Macias Elementary School, in partnership with families and community will guide students toward their maximum potential in academic achievement as lifelong learners and productive citizens.

Our School-Demographics Summary:

FRANK MACIAS ELEMENTARY is a Title I campus located in the Clint Independent School District in Horizon City on the far east side of El Paso County. FRANK MACIAS ELEMENTARY is one of 6 elementary campuses in the Clint Independent School District. FRANK MACIAS ELEMENTARY opened its doors in 2001 and serves predominantly low socioeconomic students. We are the home of the eagles, where every day we are "feeling great, going strong, soaring like eagles all day long!"

FRANK MACIAS ELEMENTARY ended the 2022-2023 school year with a student population of 943 students. The projected enrollement for the 2023-2024 school year is 954 students, with construction in the area set to bring in more students.

FRANK MACIAS ELEMENTARY is continuing with the district 50/50 Dual Language one-way model. Since the return of students to campus after the COVID-19 pandemic, the campus was able to follow the preferred two-teacher model with one teacher responsible for all content in English and the other in Spanish. Current school year results show that students in the lower grades, especially kindergarten, are coming into schools stronger in Spanish, according to mClass Dibels/Lectura data.

The following is a breakdown of the student demographics:

At-Risk: 659 students

Economically Disadvantaged: 90%

Emergent Bilinguals currently served: 501 students

Parent Denials: 55 students

504: 19 students

SPED: 181 students

GT: 17 students

The average daily attendance for 2022-2023 was 93.32%, which was an increase from 2021-2022 by 1.25 percentage points. While it was an increase from the previous year, it has not rebounded to the ADA pre-COVID.

Who Are We? - Our Staff:

There were one hundred thirty-four staff members for the 2022-2023 school year. This includes 1 principal, 3 assistant principals, 2 counselors, 1 PBIS/SEL teacher, 1 campus interventionist, 2 curriculum coaches, 74 teachers, 20 instructional aides and 10 cafeteria employees. The teaching staff holds the following credentials: 78% Bachelors Degrees and 22% Masters Degrees. Teachers by years experience: 35% with 1-5 years of experience, 16% with 6-10 years, 34 % with 11-20 years, and 13% over 20 years experience.

Staff turnover has been an issue over the past few years. The previous school year, several teachers did not complete the school year and/or did not sign their contracts for the upcoming school year. There has been a change in leadership, with a new principal taking over for the 2023-2024 school year.

FME Educational Goals:

- Frank Macias Elementary will be a model of high standards for student academic excellence.
- Frank Macias Elementary will ensure a safe well-disciplined positive learning environment for all students.
- Frank Macias Elementary will operate efficiently being fiscally responsible. Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.
- Frank Macias Elementary will include parents, community, and business members in the education of all students.

Demographics Strengths

Demographics Strengths:

Student enrollment has remained fairly consistent for the past few years after the pandemic. The number of students receiving special education services has steadily increased over the past few years, meaning students are being properly identified through Child Find and getting the proper services to help even the educational playing field. As we have come out of the pandemic, there has been an increase in students that need specialized support either through special education, Section 504, and extra interventions through RTI.

Enrollment is expected to increase over the next few years with the development of new houses in the school boundaries.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff turnover has been one of the highest in the district over the past few years which has caused an inconsistency in being able to develop solid processes.

Root Cause: Staff members have chosen not to return for the next school year. Some have even resigned mid-year, leaving students without a teacher.

Problem Statement 2: A high number of students are being recommended for special education services. **Root Cause:** Since the pandemic, many students returned multiple grade levels behind and have not made enough progress to close the gaps.

Student Learning

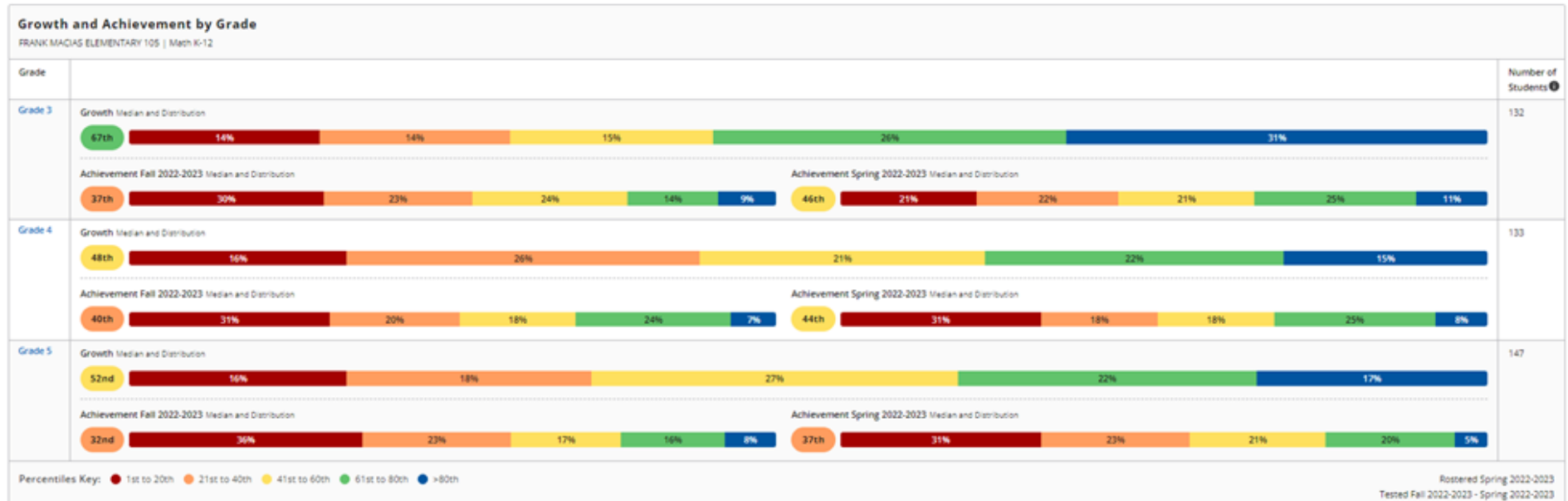
Student Learning Summary

Student Academic Achievement Summary:

Circle data for pre-kinder students report that 84% of students in reading and 86% of students in math are considered on track.

Kinder and first mClass data showed the campus did not meet the goal of 70% of kinder and 75% of first grade students. There was double digit growth in majority of classes from the beginning of the year to the end of the year in English. Spanish, however, did not see as great an increase, with some classes showing a decline in students meeting benchmark from beginning to end of year.

MAP end of year scores showed gains in all grade levels from the beginning of year to the end of the year. 2nd grade students were administered the end of year test to give a baseline for students at BOY in third grade. The tables below show the change in quintile scores from beginning of year to end of year as well as the quintile growth scores.





STAAR Scores for the 2022-2023 school year are set to be released on August 11th. Preliminary results are difficult to determine progress with the students due to the high number of students that fall in the "zone of uncertainty" in each subject.

22-23 SPRING G3 Math				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
RSE	90	8%	43%	49%
CTW	96	4%	54%	42%
DHE	132	5%	53%	42%
Clint ISD	679	9%	56%	35%
MVE	72	10%	57%	32%
FME	142	8%	61%	30%
WDS	149	15%	64%	21%

22-23 SPRING G3 RLA				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
DHE	132	5%	27%	68%
RSE	90	7%	28%	66%
FME	140	6%	32%	62%
CTW	96	9%	29%	61%
Clint ISD	678	7%	32%	60%
MVE	71	8%	39%	52%
WDS	148	9%	39%	52%

22-23 SPRING G4 Math				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
RSE	89	10%	31%	57%
MVE	74	9%	36%	54%
DHE	123	6%	41%	53%
Clint ISD	706	12%	42%	45%
WDS	168	15%	41%	43%
CTW	107	11%	48%	41%
FME	148	17%	50%	32%

22-23 SPRING G4 RLA				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
DHE	123	11%	33%	54%
RSE	89	11%	35%	53%
WDS	168	17%	35%	49%
Clint ISD	706	14%	40%	46%
MVE	74	9%	45%	46%
CTW	107	15%	47%	38%
FME	148	18%	45%	36%

22-23 SPRING G5 Math				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
MVE	76	0%	20%	80%
WDS	149	5%	34%	61%
Clint ISD	757	3%	43%	53%
DHE	149	5%	43%	52%
CTW	128	2%	48%	50%
RSE	91	4%	47%	48%
FME	165	3%	57%	40%

22-23 SPRING G5 RLA				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
MVE	76	3%	17%	80%
WDS	148	7%	25%	68%
CTW	128	5%	30%	65%
Clint ISD	755	6%	30%	64%
DHE	149	7%	30%	62%
RSE	90	6%	33%	61%
FME	165	8%	36%	55%

22-23 SPRING G5 Science				
	Total Students	Likely did not pass	Zone of uncertainty	Likely passed
MVE	76	7%	49%	45%
WDS	148	15%	51%	34%
DHE	149	19%	54%	27%
Clint ISD	756	18%	56%	26%
RSE	91	20%	59%	21%
FME	165	21%	61%	18%
CTW	128	21%	63%	16%

Student Learning Strengths

While student achievement is lagging behind, student growth shows that students are making progress throughout the school

year. Dual language data from mClass shows that students are moving along toward the district goal of true biliteracy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are making growth, however, achievement is still lagging behind. **Root Cause:** Students are not receiving proper interventions to help close the gaps.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

FME prepares a monthly event calendar that is sent out to all our family members on paper and is also posted on all our social media websites. Several of our teachers prepare their own weekly/monthly calendar to help keep parents informed and up to date with upcoming academic concepts for student learning and other classroom activities. This year we saw a surge of parental involvement due to our communications that was sent out in both, English and Spanish printed on paper and posted on all our social media websites. Parents have been more supportive towards our teachers efforts to teach their children, and in general their child's whole education.

We also partnered up with our Border Patrol Officers to come in and read to our Prek babies and other students. Horizon High School students, Reading Buddies, also partnered up with us and served our 2nd grade students in the content area of reading, which was done once a month in our library. FME has an outstanding team of two counselors and one Communities In School Coordinator (CIS) that harmonize very well and work together to synchronize family activities, meetings, trainings, and to ensure that the campus community is well informed of our campus initiatives and goals. All our three employees are responsible for serving all our at-risk populations and to pursue different ways to bring in the local business members and the FME community to better provide and be at service of our Eagle students at FME.

FME teachers continue to meet on a weekly basis with either curriculum coaches or administration and are given time to plan together in weekly (PLC) Professional Learning Communities for 90 minutes. Texas Resource System (TRS) offers support in guiding teachers' planning and alignment to state standards across content areas. Additional supports include the leveled literacy library, subject support by district coordinators, interactive whiteboards, reading support, and data from major programs. Continued support and assistance needs to be provided to ensure fidelity to the collection and monitoring of data with the use of unit assessments and data dialogues with campus administration. Students who are struggling academically or behaviorally are provided supports through the campus Rtl committee.

The two makerspace areas have been up and running for several years. This supplemental area of learning is hands-on, providing project-based learning (PBL) opportunities for all students to grow in the content areas of math, science, technology, engineering and art. In order to provide a 21st century space for students to enhance classroom learning concepts, we will continue to purchase furniture pieces, technology components, and other supplies to build on, year after year. Our goal is to create two separate spaces that are designed for varying grade levels, PK-2 and 3-5 grades, with alignment to TEK standards in order for students to excel in the taught curriculum and ultimately on state assessments. There are plans to continue to build up the makerspace, including integrating E-sports and drones into the rotation.

This school year our two curriculum coaches have continued to support all our teachers on campus through coaching one on one, lesson preparation, modeling of lessons and providing any additional teacher requested supports. One coach was designated Prek-5th for Math and Science and one coach was designated 3rd -5th grade for Reading and Social Studies. Each coach worked closely with all teachers and within their respective content areas by providing and modeling best practices for the improvement of student academic levels in all core subjects.

This past year, students were given the opportunity to participate in several extracurricular activities, including robotics, UIL, Drum Fit, Jumping Jammers, and cheer pep squad to name a few. The goal of the upcoming school year is to provide other opportunities to have students participate and feel part of the campus.

School Processes & Programs Strengths

School Programs/Events:

1. Meet the Eagles Night
2. Two - Open House Nights, 1 in the Fall and 1 in the Spring, for parent-teacher conferences
3. Four - AIP Parent Meetings to review and discuss student and behavior challenges
4. Parent Workshops for the Improvement of the Socio-Emotional Family Aspect. These were held monthly by our PBIS Lead Teacher, counselors and our CIS Liaison.
5. Welcome Back to School Family Picnic
6. Implementation and use of schoolwide Classdojo to communicate with our parents and inform of campus-wide community events.
7. Career Week
8. Say NO to Drugs Week
9. Two Literacy Nights, 1 during the Fall and 1 during the Spring
10. Musical Concerts by Grade Level directed by our Music teacher
11. Coffee with the Principal Parental Monthly Meetings (Virtually delivered)
12. Pajama-Rama Reading Palooza for parents and students
13. Camp Read-a-Lot Reading Day
14. Attendance Parent Meetings
15. AVID Parent Meetings

Program Strengths:

Lesson internalization was a big focus of PLC meetings for the past school year. Because of the implementation of HQIM (HMH for reading and Eureka for math) teachers needed more support in internalizing the lessons and ensuring parts of the lesson are taught correctly.

-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: This year we implemented the PBIS Program at FME, our program had inconsistencies with implementation, such as; leading student PBIS council, PBIS store for incentive rewards. **Root Cause:** SEL personnel lacked the foundational skills to get the full implementation of PBIS and its components for a strong implementation and sustainment of the program.

Problem Statement 2: Average daily attendance is currently at 93%. While it was an increase from the previous year, it still does not meet the district goal of 96% or better. **Root Cause:** Inconsistent Follow-up on attendance concerns. Inadequate parent education on the necessity of attendance including information on compulsory attendance and the impact of absences on performance.

Perceptions

Perceptions Summary

Perception Summary:

It is the goal of Frank Macias Elementary to build a strong partnership between home and school and engage parents in their child's education. Parent involvement survey results from 2020-2021 indicate that parents are generally satisfied with the communication between school and home. Monthly calendar, call outs, and any notices sent out were written in both, English and Spanish to better serve our community. At Frank Macias Elementary clear and transparent communication was implemented in both English and Spanish via various modes of communication, for example: via Twitter, FME Facebook page, the campus marquee and paper flyers were sent home in an effort to inform all our FME community and families of upcoming school events. Frank Macias prides itself with providing great customer service and for doing great thing for and with our students. We have maintained a positive culture among staff members, by having weekly staff meetings to address concerns, take surveys, provide professional development trainings, celebrate accomplishments,etc, etc. Our school is proud of the parent-teacher-students partnerships we have built during these 2 past years.

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder patterns counselors and CIS coordinators. This partnership will continue as it has proven to be successful. CIS coordinator has provided support to our families in the forms of dental care, food pantry for families in need, health fair, Mas Cuenta Nutrition Parent Classes. Our CIS Coordinator had been working with students and parents of our community in a variety of necessities as they come up. Frank Macias Elementary will continue to expand and enrich parents knowledge through literacy nights, STAAR Math and Reading nights and different parent engagement activities.

Vaues & Beliefs:

1. At FME all stakeholders believe that all employees are part of our family because we all add value to every student's life on a daily basis.
2. At FME we all have a belief that we can positively change and impact our students social-emotional state each day and increase their student achievement gain by one grade level.
3. At FME we will follow the district's CORE Values: (see below)

CORE VALUES

We Are

- Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.
- Learner-centered by ensuring that all students receive quality teaching and engaging instruction.
- Innovative in using global thinking and technology to empower students to become lifelong learners.
- Nurturing by creating an educational environment where all students are socially and emotionally supported, safe, and valued.
- Transparent through open communication, leadership, accountability and integrity.

Independent School District

#WeareCLINTISD

Perceptions Strengths

Perception Strengths

Parent Communication:

1. Meet the Eagles Night - Is a community night intended to give parents and students and parents the opportunity to meet their teacher for the very first time.
2. Literacy Nights - 2 Literacy Nights were held during the school year. One during the first semester and one was scheduled during the second semester. All certified staff were required to stay and provide reading strategies to parents so parents can help their children at home. Free books, goodies, best reading strategies, and other items were given to all parents that attended.
3. Progress reports are provided for every 3rd and 6th weeks along with a 9 week report card.
4. Fitness Fridays - Parent and the community were invited to attend our Fitness Fridays. The sole purpose for having this event is to invite parents to come to the school and exercise with their child. This was organized by our physical education teachers and one PE paraprofessional.
5. Grandparents Luncheon - The building leadership team organized and plan invited all grandparents to an afternoon "grandparent with grandchild tea" event. This was held in the cafeteria and was organized by our two campus counselors.
6. Parent Information sessions provided by the Communities in Schools Representative. This year our CIS Rep, held the "Mas Cuenta" Nutrition series of classes.
7. Coffee and Pan Dulce with the Principal Monthly Parent Meetings - These meetings were prepared and presented by the campus principal for all parents to attend. Many topics were shared and reviewed with parents, including how to read to

your child at home, attendance policy, data was shared with the parents on student progress, academic programs used by teachers on the campus, etc., etc.

8. Clear and transparent communication via paper flyers, letters, announcements and also posted on all our social media websites in both English and Spanish
9. AIPs, (Accelerated Instructional Progress) Parent-Teacher Meetings: 4 meetings are scheduled with parents face to face to review academic and behavior challenges.
10. Fitness Friday's for our parents and students.

Communication with Teachers and Staff:

1. Weekly PLCs on Thursdays for all grade levels, to include our Sped teams
2. Google Classroom Resources for all our students.
3. Weekly Grade Level Meetings on Tuesdays.
4. Eagle's Pulse Newsletter - A weekly newsletter prepared by the principal for all faculty and staff
5. Weekly Staff Meetings on Winning Wednesdays afterschool for all staff.
6. Instructional Rounds performed by our Campus Improvement Leadership Team
7. Beginning of the year teacher expectations letter for clear and transparent communication.

Academic Strengths:

1. CIS Coordinator
2. Curriculum Coaches and Technology Coach provide support to all teachers and staff.
3. Scholastic level library and a complete leveled library.
4. Fountas and Pinnel Leveled Literacy Kits.
5. System 44 teacher to assist students in the upper grades that have phonics gaps that need to be closed.
6. Afterschool Acceleration for all students in K-5th grade.
7. Saturday Super School for the upper grade students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent are misinformed on what and how students are learning with the Math, Reading, Writing and Science contents. **Root Cause:** Parents lack the skills on how to help their child at home with the Math, Reading, Writing and Science contents.

Problem Statement 2: Teachers did not provide customized interventions to be able to close the gaps for our students. **Root Cause:** Reading reports and disaggregated data were not utilized strategically to customize intervention individualized targeted lessons.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 1, 2023

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 1: At FME all student groups and student sub groups (ELL, SpEd, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the ELA/READING (Including editing and revising) STAAR: 80% Approaches, 60% Meets and 30% Masters

High Priority

Evaluation Data Sources: a) mClass/Amplify

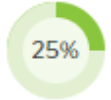
b) STAAR





c) TELPAS


d) Checkpoints 4 and 9 weeks


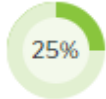
e) Performance Assessments


f) Amplify


Strategy 1 Details	Reviews			
Strategy 1: Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness & Phonics, Read Alouds, Talking About Books, Independent Reading, Partner Reading, Shared Reading, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice. Strategy's Expected Result/Impact: mClass Dibels (K-3rd) TELPAS STAAR 4 & 9 Checkpoints (Eduphoria) Dyslexia Screener through mClass Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches, Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$21,000, - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				






Strategy 2 Details		Reviews			
Strategy 2: Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy Strategy's Expected Result/Impact: a) mClass Dibels b) Waggle Lectura c) TELPAS d) STAAR e)4 & 9 Checkpoints (Eduphoria) f) Dyslexia Screener through mClass Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
					
Strategy 3 Details		Reviews			
Strategy 3: Maintain a 150 minute (minimum) reading/language arts block to integrate readers' and writers' workshops. Strategy's Expected Result/Impact: a) mClass Dibels (K-2) b) mClass Lectura (K-2) c) TELPAS d) STAAR e) MAP f)4 & 9 Checkpoints (Eduphoria) g) Dyslexia Screener through mClass h) iReady Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Title I: 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 4 Details	Reviews			
Strategy 4: Purchase materials such as book bags, writing pocket folders, timers and other materials in English/Spanish to reinforce and supplement each component of the Balanced Literacy Model to be used for instruction with the TEKS and the ELPS. a. Books of the Month b. Leveled Books c. Okapi d. Scholatics News e. Studies Weekly Strategy's Expected Result/Impact: a. 4 &9 Checkpoint Data (Eduphoria) b. TELPAS c. STAAR d. mClass Dibels f. Waggle Lectura Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$20,000, - 211 ESEA, TI A IMP - \$15,000	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental support, intervention and assess students using software programs such as Renaissance Reading (AR), Use mClass/Dibels/Waggle Lecura to assess students and determine on target reading levels to conduct individualized instructional levels and plan for on target interventions Strategy's Expected Result/Impact: a. 4 &9 Checkpoint Data (Eduphoria) b. mClass Dibels b) Waggle Lectura c. TELPAS d. STAAR Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Interventionist Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$16,500	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize and follow the TEKS Resource System as our scope and sequence to include the district's pacing guide for teaching the specificity of the TEKS. Strategy's Expected Result/Impact: a. 4 & 9 Checkpoints (Eduphoria) b) TEKS Resource System Pacing Tools for Planning c) Lesson plans d) Unit Assessment Data (Eduphoria) e) ITRS Performance Matrices f) Growth Assessments from HMH for 4th & 5th grades g) Dyslexia Screener through mClass Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$8,007, - 211 ESEA, TI A IMP - \$8,007	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Align the Balanced Literacy Initiative with writing training and resources for editing and revising so all students are able to apply the writing conventions to include the written composition, revising and editing. Purchase materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR. Chart tablets and markers to provide anchor charts to model concepts for students. Purchase composition books, sentence strips, index cards, post-it notes, sheet protectors, and other items to reinforce student writing skills.</p> <p>Strategy's Expected Result/Impact: a) 4 & 9 Checkpoints (Eduphoria) b) TEKS Resource System Pacing Tools for Planning c) Internalized Lesson plans d) Unit Assessment Data (Eduphoria) e) ITRS Performance Matrices f) Growth Assessments from HMH for 4th & 5th grades g) Dyslexia Screener through mClass</p> <p>Staff Responsible for Monitoring: Campus and District Admin Curriculum Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,500, - 211 ESEA, TI A IMP - \$30,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide teachers with opportunities to examine assessment data effectively for lesson planning to include interventions after the 4 & 9 week checkpoints and other district assessments. These planning meetings will focus in on Writing, Science, Math and Reading.</p> <p>Strategy's Expected Result/Impact: a) 4 & 9 Checkpoints (Eduphoria) b) TEKS Resource System Pacing Tools for Planning c) Lesson plans d) Unit Assessment Data (Eduphoria) e) ITRS Performance Matrices f) Growth Assessments from HMH for 4th & 5th grades g) Dyslexia Screener through mClass</p> <p>Staff Responsible for Monitoring: Campus Curriculum Coach Campus Admin District Instructional Coordinators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,200, - 199 GENERAL FUND - \$1,150</p>	Formative			Summative
	Sept	Nov	Feb	May
				

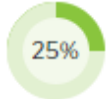
Strategy 9 Details	Reviews			
<p>Strategy 9: All teachers will incorporate Writing across the curriculum to include, the 5 Essential Components of the Fundamental Five. The grammar standards will be vertically aligned to the Writer's Workshop to produce and attain the identified Writing Instructional goals.</p> <p>Strategy's Expected Result/Impact: Result/Impact</p> <ul style="list-style-type: none"> a) 4 & 9 Checkpoints (Eduphoria) b) TEKS Resource System Pacing Tools for Planning c) Internalized Lesson plans d) Unit Assessment Data (Eduphoria) e) ITRS Performance Matrices f) Growth Assessments from HMH for 4th & 5th grades g) Dyslexia Screener through mClass <p>Staff Responsible for Monitoring: Curriculum Coach Teachers Central Office Staff</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
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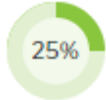
Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.





Performance Objective 2: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Math STAAR with 80% Approaches, 60% Meets level and 30% at the Masters level for the 2022-2023 school year.

High Priority

- Evaluation Data Sources:** a. STAAR
b. 4 & 9 District Checkpoints (Eduphoria)
c. Campus Assessments
d. I-Ready Math Assessment
e. NWEA MAP
f. STAAR Interim

Strategy 1 Details	Reviews			
Strategy 1: Construct a solid base of reading and math 1) Utilize the TEKS Resource System and its components to plan instructional lessons in all units of HQIM Eureka Math. Strategy's Expected Result/Impact: a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. STAAR c. Unit Assessment Data (Eduphoria) e. NWEA MAP f. STAAR Interim g. Eureka modules assessments i. iReady Math Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$23,466.59	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate a daily approach of teaching how to problem solve using the multi-step method. Integrate a daily approach for learning math facts so all students can simplify the multi-step process.</p> <p>Strategy's Expected Result/Impact: a. 4 & 9 Checkpoint Assessment Data (Eduphoria)</p> <p>b. STAAR</p> <p>d. Campus Assessments</p> <p>e. Unit Assessment Data (Eduphoria)</p> <p>g. NWEA MAP</p> <p>h. STAAR Interim</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
Strategy 3: Focus in on teaching basic decoding skills with all ELL students to improve reading comprehension for simplifying mathematical problem solving multi-step method and expand on mathematical vocabulary skills. Strategy's Expected Result/Impact: a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. STAAR c. Campus Assessments d. Unit Assessment Data (Eduphoria) e. NWEA MAP f. STAAR Interim g. ST Math h. Eureka Math Module Assessments Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: Apply the use of online and printed mathematical resources to include: software subscriptions, district consumable adoption materials for spiralingTEKS and review, including online math apps. These materials are to provide reinforcement for our STAAR Math goals and our campus board goals. Strategy's Expected Result/Impact: a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Math Screener-Dreambox-Predictive Insights f. Unit Assessment Data (Eduphoria) g. NWEA MAP h. STAAR Interim Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize the ITRS Performance Assessments to identify interventions based on mastery of the TEKS for : a. After School Acceleration for tier 3 students (In-Person) b. Meets and Masters Camps for tier 1 and 2 students (In-Person) Strategy's Expected Result/Impact: a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Eureka Math Modules Assessments c. STAAR d. Campus Assessments f. Unit Assessment Data (Eduphoria) g. NWEA MAP h. STAAR Interim i. ST Math Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$16,590.44	Formative			Summative
	Sept	Nov	Feb	May
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				


Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

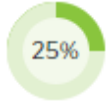
Performance Objective 3: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Science STAAR a 80% Approaches, 60% Meets level and 30% Masters level for the 2022-2023 school year.

High Priority

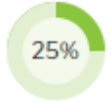
Evaluation Data Sources: Result/Impact


- a. 4 & 9 Checkpoint Assessment Data (Eduphoria)
- b. STAAR
- c. STAAR Interim
- d. Campus Assessments
- e. Unit Assessment Data (Eduphoria)
- f. NWEA MAP
- g. Eureka Math Modules Assessments


Strategy 1 Details	Reviews			
Strategy 1: Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into Math and Reading/Language Arts by utilizing the science TEKS. Strategy's Expected Result/Impact: Result/Impact a. 4 & 9 Checkpoint Assessment Data (Eduphoria) c. STAAR d. Campus Assessments e. Unit Assessment Data (Eduphoria) f. STAAR Interim Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coaches District Science Coordinator Campus Science Teacher Leads Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				


Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase, implement, and train on: electronic science applications, instructional materials, lesson materials, and resources such as: video streaming through StemScopes, Edusmart and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science. FME will purchase Science materials for students to apply Science and Social Studies concepts through PBL, Performance Based Learning projects/presentations.</p> <p>Strategy's Expected Result/Impact: Result/Impact</p> <ul style="list-style-type: none"> a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Science Lab-Students Hands-on Experimentation f. Makerspace Institute - Student Hands-on Experimentation g. STAAR Interim <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers District Science Coordinator Campus Science Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,500, - 211 ESEA, TI A IMP - \$5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase non-consumable and consumable materials for each grade level science lab. Provide appropriate funding to purchase lab materials for the lab and classroom.</p> <p>Strategy's Expected Result/Impact: Result/Impact</p> <ul style="list-style-type: none"> a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Unit Assessment Data (Eduphoria) f. Science Labs- Student Hands-On Experimentation Makerspace Institute - Student Hands-On Experimentation g. STAAR Interim <p>Staff Responsible for Monitoring: Campus Admin. Teachers Science Lead Teachers</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,500, - 211 ESEA, TI A IMP - \$5,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	N/A			

Strategy 4 Details	Reviews			
<p>Strategy 4: Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science. Students and teachers will be using STEM Scopes EDUsmart.</p> <p>Strategy's Expected Result/Impact: a. Performance Assessments via the ITRS b. Walk-throughs c. PLC Mtgs/Lesson Plans d.. STAAR e. 4 & 9 Checkpoint Assessment Data (Eduphoria) f. Campus Assessments g. STAAR Interim</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Science Lead Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide field trips and virtual field trip experiences (when applicable) aligned to science TEKS Resource System in order to build background knowledge for students to relate to concepts in real life applications.</p> <p>Strategy's Expected Result/Impact: a. Purchase Order Reports b. Field Trip requests c. PLC Thursdays d. STAAR e. STAAR Interim f. 4 & 9 Checkpoint Assessment Data (Eduphoria) g. Performance Assessments via the ITRS h. STAAR i. STAAR Interim</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Science Lead Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$5,525</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide materials to support the ITRS Performance Assessments aligned to the the Science STAAR /TEKS at each grade level. Materials may include poster board, science board and laminating films for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, colored markers, tape, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors. Materials can also include science apps purchases and training.</p> <p>Strategy's Expected Result/Impact: a. Campus displays b. Purchase Order Reports c. Student products and reflections d. Performance Assessments via the ITRS e. STAAR f. STAAR Interim g. 4 and 9 Checkpoint Data (Eduphoria)</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Science Lead Teachers</p> <p>Title I: 2.4, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$21,000, - 211 ESEA, TI A IMP - \$36,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase materials/furniture to support Pre Kindergarten Initiative with focus on Reading/Science/ Math/ Technology/ and Arts.</p> <p>Strategy's Expected Result/Impact: Campus displays Purchase Orders Reports Student Products and reflections Manipulatives</p> <p>Staff Responsible for Monitoring: Campus Admin Curriculum Coach Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP, - 199 GENERAL FUND - \$15,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	N/A			

Strategy 8 Details	Reviews			
Strategy 8: Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts. Materials to include transportation cost, registration fees, purchase meals for students when participating in competition on weekends or non-school hours. Students will participate and compete in the district's Robotics Program: Bee Bots for PK students, WeDo2.0 for 2nd and 3rd. Strategy's Expected Result/Impact: a. Campus displays b. District Competition c. Purchase Orders Reports d. Student Products and reflections Staff Responsible for Monitoring: Campus Admin Technology Coach Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - \$7,464, - 281 TITLE IV, PART A SSAEP - \$6,800	Formative			Summative
	Sept	Nov	Feb	May
				
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Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 4: Staff and students will monitor progress using performance measures such as: goal setting, data folders, progress reports, 4 and 9 week checkpoint assessments, mClass/Amplify data and screening tools to provide interventions and enrichment activities to address the individual needs of students.

High Priority


Evaluation Data Sources: a. mClass/Amplify


b. I-Ready Math Assessment


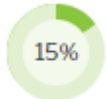
c. STAAR



d. TELPAS

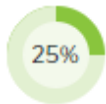





3. mClass/Amplify

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students for sub-populations such as at-risk, GT, ELL, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instruction, services, interventions, and enrichment.</p> <p>Use referral and assessment data to identify gifted and talent students.</p> <p>Implement the Three Tier RTI Model (especially in the area of Phonics, Phonemic Awareness, Comprehension and Math)</p> <p>Program criteria:</p> <ul style="list-style-type: none"> *Assessment *Identification *Referral *Placement * Program implementation * Evaluation *Exit Criteria <p>Strategy's Expected Result/Impact: a)At-Risk Report b) At Risk Folder/Documentation d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) mClass/Amplify</p> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - 199.11.6339.00.105.0.25.000 - \$7,000, - 199 GENERAL FUND - 199.11.6339.00.105.0.21.000 - \$1,800</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
Strategy 2: Provide EL SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: After-School Acceleration (3-5 STAAR Acceleration) Enrichment/Reading Computer Lab, Intersession Acceleration and Summer School. Strategy's Expected Result/Impact: a)At-Risk Report b) At Risk Folder/Documentation c)Walk-Throughs d) Running Records e) 4 and 9 Week Assessments f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) mClass/Amplify j) PBL - Integrating Science and Social Studies Staff Responsible for Monitoring: Campus Admin, Curriculum Coach, Teachers, Support Teachers Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$18,015, - 263 ESEA, TIII LEP - \$3,000, - 282 ESSER III - \$38,540	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a skills based acceleration and enrichment program based on assessment results during the school day, after school and in-person, Saturdays and during Summer acceleration. The focus will be to gain mastery on the core content skills and TEKS, to include reading, math, writing (editing and revising) and science.</p> <p>Strategy's Expected Result/Impact: a) At-Risk Report b) At Risk Folder/Documentation c) Running Records d) Walk-Throughs e) 4 & 9 Checkpoint Data (Eduphoria) f) Writing Portfolios g) Teacher Reports (Grade level Mtgs) h) mClass-Amplify</p> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$43,300, - 199 GENERAL FUND - \$12,000, - 282 ESSER III - \$38,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities that will enrich student learning such as UIL, science expos, robotics, Makerspace Institute & STEAM challenges. This includes providing students with meals and snacks during competition days, such as; robotics and UIL, jobs on campus, after school and during school clubs, along with intramurals sports.</p> <p>Strategy's Expected Result/Impact: a) Number of Students participating/parental permissions b) Surveys</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details		Reviews			
Strategy 5: Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study. Strategy's Expected Result/Impact: a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports Staff Responsible for Monitoring: Campus Admin. Teachers Campus Secretary Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - 199.11.6494.00.105.0.30.000 - \$6,000		Formative			Summative
		Sept	Nov	Feb	May
					
Strategy 6 Details		Reviews			
Strategy 6: Purchase instructional materials for GT and DIS students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills. Strategy's Expected Result/Impact: a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination c)Gains in performance on STAAR Staff Responsible for Monitoring: GT Teacher Campus Admin Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$700		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 7 Details	Reviews			
Strategy 7: Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, EL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, La Cosecha, AVID , PLC Institute, Blue Ribbon Schools of Excellence etc. Strategy's Expected Result/Impact: a)Purchase Order Reports b) Registrations and completion documents and certificates Staff Responsible for Monitoring: Campus Admin Curriculum Coach Title I: 2.4, 2.6 - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$4,000, - 199 GENERAL FUND - \$14,000, - 282 ESSER III - \$84,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 8 Details	Reviews			
Strategy 8: Provide support with alignment of TEKS Resource System to our curriculum and instruction to improve student performance. The campus will adopt and purchase instructional materials in English and Spanish to align TRS/State Standards and support district initiatives. Materials to include Think UP, and other STAAR prep resources Strategy's Expected Result/Impact: a) Lessons plans b) Performance Assessments c) STAAR Staff Responsible for Monitoring: Teachers Curriculum Coaches Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$30,000, - 211 ESEA, TI A IMP - \$15,000	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.


Performance Objective 5: With integrated TECHNOLOGY and supplemental instruction using technology all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will make one year's progress on all sections of the STAAR during the 2023-2024 academic year.



High Priority









Evaluation Data Sources: Result/Impact

- a. STAAR
- b. STAAR Interim
- c. 4 & 9 Checkpoint Assessment Data (Eduphoria)
- d. I-Ready
- e. Campus Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills. Schedule in and implement Makerspace Institute challenges tied in to the TEKS to support STEAM learning through project based activities. Purchase laptops, computers, 3D printers, and Ipads to support coding, movie making, graphic design, music production, and engineering instruction. Additionally, an E-sports lab will be set up in the library to accommodate students to compete in e-sports.</p> <p>Strategy's Expected Result/Impact: STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products STAAR STAAR Interim</p> <p>Staff Responsible for Monitoring: Campus Admin. CTC Curriculum Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$32,000, E-sports material - 211 ESEA, TI A IMP - 211 E 11 6391 - \$18,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain computers in classrooms, the Makerspace Institute and Eddie's Exploratorium/STEAM Library (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.</p> <p>Strategy's Expected Result/Impact: a. Technology Inventory b. Purchase Order Reports c. STAAR Report d. STAAR Interim e. Students products and projects</p> <p>Staff Responsible for Monitoring: Campus Admin CampusTechnology Coach Curriculum Coaches Teachers Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,100</p>	Formative			Summative
	Sept	Nov	Feb	May
				


Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support in the areas of reading, math, writing, and science. This includes the purchase of Interactive TV monitors, printers, mini keyboards, chargers, speakers, robots, robotic expansion kits, headphones and general supplies. Additionally, the purchasing of Nearpod, Accelerated Reader, Think up, STEM Scopes and Edusmart.</p> <p>Strategy's Expected Result/Impact: a. Purchase Order Reports b. TRS alignment c. Walk-throughs d. Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$40,000, - 199 GENERAL FUND - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.</p> <p>Strategy's Expected Result/Impact: STAAR Report Eduphoria Sign in sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$7,000, - 211 ESEA, TI A IMP - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				







Strategy 5 Details	Reviews			
Strategy 5: Provide all students with 1:1 devices using Chromebooks or iPads. Strategy's Expected Result/Impact: Technology Inventory Report Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian Funding Sources: - 211 ESEA, TI A IMP - \$12,000	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
Strategy 6: Purchase Laptops for new teachers and the remaining teachers with laptops older than three years old. Purchase laptop chargers & docking station to replace lost / broken, or not working. Strategy's Expected Result/Impact: Teachers effectively lesson planning with flawless integration of technology. Staff Responsible for Monitoring: Technology Coach Campus Admin. Librarian Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$20,700	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 6: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state FITNESS requirements in 2022-2023 school year.

Evaluation Data Sources: Fitness gram
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio. Strategy's Expected Result/Impact: a. Teacher Reports and Lesson Plans b. Calendar of Activities c. Campus Surveys d. Fitness Gram Staff Responsible for Monitoring: Teachers PE Teachers Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Encourage family involvement in health activities such as Community Fitness Friday. Strategy's Expected Result/Impact: Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
	N/A			


Strategy 3 Details	Reviews			
Strategy 3: Promote tobacco, alcohol, and drug prevention through "Say No to Drugs" week. Strategy's Expected Result/Impact: a. Calendar of Activities b. Lesson Plans Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: Participate in and implement district school health advisory council recommendations and policy changes. Strategy's Expected Result/Impact: Meeting Agendas Meeting Minutes Sign in Sheets Staff Responsible for Monitoring: Campus Admin. PE Teachers Parents Nurse	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Integrate PBIS, Positive Behavior, Intervention and Supports, program into PE instruction and campus-wide activities. Strategy's Expected Result/Impact: a. A decrease in PE and campus-wide activities injuries. b. A decrease in PE and campus-wide behavior referrals. Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

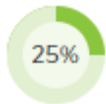





Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 7: The campus will provide challenges and incentives to increase student attendance through goal setting and positive choice making. This year our attendance goal is set at 98% for all students on campus.

High Priority

Evaluation Data Sources: 1) Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.
2) Implementation of the district truancy plan.


Strategy 1 Details		Reviews			
Strategy 1: Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 Strategy's Expected Result/Impact: a. Teacher Reports (PLC meetings and Grade Level meetings) b. 4 and 9 Checkpoint Assessment Data (Eduphoria) Staff Responsible for Monitoring: Principal Assistant Principal, Curriculum Coaches, Computer Teacher, Intervention Teacher Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
					





Strategy 2 Details	Reviews			
Strategy 2: Support Staff-Instructional Aides(Teacher Assistants) PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 Strategy's Expected Result/Impact: a. Teacher Reports (PLC meetings and Grade Level meetings) b. 4 and 9 Checkpoint Assessment Data (Eduphoria) Staff Responsible for Monitoring: Campus Admin. Campus Aides PK Aides, Title I Aides	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Support System 44 Program Teacher for phonics and reading interventions. Strategy's Expected Result/Impact: a. System 44 Reading Data Reports b. STAAR Data Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 8: FME will provide support with the alignment of the TEKS RESOURCES SYSTEM to our curriculum and instructional programs to increase students performance and achievement.

- Evaluation Data Sources:** a. 3-6-9 Checkpoint Assessment Data (Eduphoria)
b. Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: The campus and district will provide supplementary services such as AVID to assist our 5th grade students with College and Career Awareness. The goal is for our 5th grade students to develop a college mindset and be college ready by utilizing the AVID binders to develop organizational skills and utilizing the marking the text strategies school-wide. Strategy's Expected Result/Impact: a. Attendance toAVID virtual webinars, conferences and trainings. b. Teacher certificates of completion Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches AVID Campus Team TEA Priorities: Connect high school to career and college Funding Sources: - 211 ESEA, TI A IMP - \$15,593	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will purchase TEKS Resource System/State Standards resources and materials that will support district initiatives. Student materials include; Mentoring Minds, Lone Star Learning for Math and Reading and other STAAR readying materials.</p> <p>Strategy's Expected Result/Impact: Result/Impact</p> <ul style="list-style-type: none"> a. STAAR b. Lesson Plans c. mClass-Amplify d. f. STAAR Interim e. 4 & 9 Checkpoint Assessment Data (Eduphoria) <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$7,200</p>	Formative			Summative
	Sept	Nov	Feb	May
	✗	✗	✗	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 9: Frank Macias Elementary will initiate the use of the Makerspace Institute for grades 3-5 and Eddie's Exploratorium/STEAM-Library Pk-2nd grade supporting students to develop curiosity, critical thinking skills, creativity and exploration during the 2023-2024 school year.


Evaluation Data Sources: a. STAAR

b. Performance Assessments

c. Participation in Science Expo

d. Makerspace Student Portfolios

e. Eddie's Exploratorium/STEAM-Library Students Products

Strategy 1 Details	Reviews			
Strategy 1: Purchase supplemental supplies for our Makerspace Institute classroom to support cross-curricular instruction with hands-on activities, problem based learning, STEM and small group activities for all students. Phase 2 of our Makerspace is in effect for the 2023-2024 school year. Purchasing Ipad for coding and artwork tied to the TEKS, printer for publishing station, 3-D printer and 3-D pens with the filament for math and design, electrical circuit units, legos for building, constructing, measurement and goemetry, tangram magnetic shapes for Math and Science, Macbook laptop for book video production and sound editing, PC laptop for 3-D printer connections and design, electrical materials for circuits, copper tape roles, cardstock, filament rolls in different colors for design using mathematical concepts, large designed table mats for coloring to develop fine motor skills and writing, building kits to introducing students architecture and design, colored pencils, markers, different colored paints, glue, rubberbands, metal and partical board pegboards for math and science project based learning, workshop tool kits for students, pencils, student binders and pocket binder sheets to be used as student portfolios. Student tool kids for reverse engineering. Furniture and storage for engineering, electrical circuits and building materials. Strategy's Expected Result/Impact: a. Increase students academic performance in the STAAR assessment, 4 & 9 district checkpoints, Interim assessments, Benchmarks. b. Foster and deepen student's critical thinking skills to become independent learners. c. Sign-in Sheets d. Student Academic Makerspace Portfolios e. Student Report Cards f. Student Surveys g. Student Badges Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Technology Teacher Librarian Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$33,000, - 199 GENERAL FUND - \$17,000	Formative			Summative
	Sept	Nov	Feb	May
				

0%

No Progress

100%

Accomplished







Continue/Modify

Discontinue

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 10: Frank Macias Elementary will provide music instruction for all students in PK-5th grade to help support the development of listening skills, singing, instruments use, improve math, reading and science and improve academics.

- Evaluation Data Sources:**
1. Participation in singing acts for parents and the school community.
 2. Participation in the UTEP Music program.
 3. Videos of student music performances
 4. Student music performances


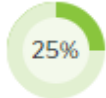
Strategy 1 Details	Reviews			
Strategy 1: Frank Macias Elementary will provide extensive music instruction for all Prekindergarten through fifth grade students on a rotating weekly schedule. Strategy's Expected Result/Impact: Calendar of Activities Weekly Rotating schedules Staff Responsible for Monitoring: Campus administrators Curriculum Coaches Music Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase music equipment necessary for student music performances and for showcasing for our parents, teachers and school community. Strategy's Expected Result/Impact: Calendar of Activities Purchase Orders Staff Responsible for Monitoring: Music Teacher Campus Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 281 TITLE IV, PART A SSAEP - \$3,000	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.



Performance Objective 1: All students and staff will participate in activities and lessons that teach and promote CHARACTER along with greater SAFETY AND SECURITY.

High Priority

Evaluation Data Sources: Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

Strategy 1 Details	Reviews			
Strategy 1: Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriff's Department and the Horizon City Fire and Police Departments. Strategy's Expected Result/Impact: Safety & Security Audits and Inspections Campus Crisis Management Team Evaluations and Meeting Minutes Calendar of Events Teacher Reports (Grade Level Meetings) Staff Responsible for Monitoring: Campus Admin. Security, Counselor, Nurse, Safety/Emergency Team Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Educate staff, parents, and students on safety and visitor procedures, pick-up, drop-off and what to do in the event of an emergency also, and what procedures to follow in an event of an emergency which include: bullying, conflict resolution, discipline management, violence prevention, harassment prevention, suicide prevention. Strategy's Expected Result/Impact: safety and Security Audits and Inspections Campus Crisis Management Team Evaluations Meeting Minutes Staff Responsible for Monitoring: Campus Admin. Security Counselor School Resource Officer ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
Strategy 3: Provide counseling and family services from outside agencies with the assistance of Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help. Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation Staff Responsible for Monitoring: Campus Admin. Teachers Counselor Communities in Schools staff member	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: Establish a safety and crisis management team that will meet, review and evaluate procedures each semester. Strategy's Expected Result/Impact: Safety/Security Audits and Inspections Campus Crisis Management Team Evaluations and Meetings Minutes Staff Responsible for Monitoring: Campus Admin, Security, Nurse, Safety and Emergency Team Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
Strategy 5: Train staff in first aid, CPR, medical screenings and use of AED's. Identify them on an evacuation map. Strategy's Expected Result/Impact: Calendar of Activities/Safety Security Audits and Inspections Campus Crisis Management Team Evaluation/Minutes Staff Responsible for Monitoring: Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Establish and promote a self-care and clean environment in all classrooms to support all student needs and well being. Strategy's Expected Result/Impact: Purchase Orders Staff Responsible for Monitoring: All Staff Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$700	Formative			Summative
	Sept	Nov	Feb	May
				





Strategy 7 Details		Reviews			
Strategy 7: PBIS / SEL will continue to be integrated into the daily instruction and into individual social behavior. SEL teacher will provide PBIS and SEL lessons to teachers and students. Campus will purchase PBIS / SEL supplemental and general supplies, teacher and student resources to promote positive behavior in campus. Provide teachers/staff with professional development and staff development trainings to help with their students SEL needs. Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 282 ESSER III - \$6,500, - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - \$21,481		Formative			Summative
		Sept	Nov	Feb	May
					
Strategy 8 Details		Reviews			
Strategy 8: Teachers will implement and sustain a school wide Social Emotional/Morning Classroom Circle system for the 2023-2024 school year. Strategy's Expected Result/Impact: Lesson Plans Classroom Observations Fewer discipline referrals throughout the year and especially in the historically heavy months of December, April and May. Staff Responsible for Monitoring: Campus Admin Teachers Counselors		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 9 Details		Reviews			
Strategy 9: PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community. Through PBIS a consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations. Extra duty pay for PBIS Committee to plan SEL / PBIS campus activities and lessons Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 282 ESSER III - \$38,500		Formative			Summative
		Sept	Nov	Feb	May
		N/A			
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Ensure that 100% of students attend school in-person and develop awareness of the campus safety protocols through daily SEL/PBIS lessons.

Evaluation Data Sources: Student Work Progress
Students behavior reports
PBIS Committee Meeting sign-ins and notes

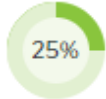






Strategy 1 Details	Reviews			
Strategy 1: Provide Mobile Hotspots for Internet access to students to access remote learning if needed for unforeseen circumstances that can affect student learning. Strategy's Expected Result/Impact: All students successfully completing remote learning programs. Staff Responsible for Monitoring: Campus Administration, Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy Funding Sources: Technology Equipment - 211 ESEA, TI A IMP - 211.11.6399 - \$15,000	Formative			Summative
	Sept	Nov	Feb	May
	✗	✗	✗	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Frank Macias Elementary will operate efficiently, being fiscally responsible.

Performance Objective 1: Purchase Requisitions will be verified through the CIP and CNA.

High Priority

Evaluation Data Sources: PR's, CNA, CIP, Campus Budget







Strategy 1 Details	Reviews			
Strategy 1: Frank Macias Elementary will adhere to all budget guidelines in order to spend all allocated monies. Strategy's Expected Result/Impact: The budget will be utilized for the campus needs. Staff Responsible for Monitoring: Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coachy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Frank Macias Elementary will maintain an attendance rating of at least 97% throughout the entire year. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk, Counselor, Communitites in Schools Representative	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Frank Macias Elementary will verify PEIMS coding data to ensure proper funding of special programs for campus/district. Strategy's Expected Result/Impact: Funding will be provided based on the individual need of students and the programs that they participate in. Staff Responsible for Monitoring: Administration, Registrar, GT Coordinator, SpEd Teachers	Formative			Summative
	Sept	Nov	Feb	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: 100% of staff employed will be HIGHLY QUALIFIED.

High Priority

Evaluation Data Sources: Teacher retention


Strategy 1 Details	Reviews			
Strategy 1: Ensure that all teachers are certified in the appropriate subject or grade. Strategy's Expected Result/Impact: a) SBEC b) Personnel Reports Staff Responsible for Monitoring: Campus Admin. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions. Strategy's Expected Result/Impact: a) SBEC b) Job Fair Sign In Sheets Staff Responsible for Monitoring: Campus Admin. Title I: 2.5, 2.6	Formative			Summative
	Sept	Nov	Feb	May
				
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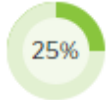

Goal 4: Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.

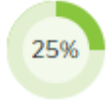




Performance Objective 2: Frank Macias Elementary and Clint ISD will provide professional development to the staff in content areas including technology integration.

High Priority

Evaluation Data Sources: Staff evaluations (T-TESS and professional)
Walkthrough data, Student Learning Objective (SLO) and Assessment information.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all staff members to retain highly qualified teachers. Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND, - 255 ESEA, TIIA,TPTR	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details		Reviews			
Strategy 2: Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS, STAAR and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops. Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs) Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 255 ESEA, TIIA,TPTR - \$1,578, - 199 GENERAL FUND - \$40,000, - 282 ESSER III - \$20,000, - 211 ESEA, TI A IMP - \$5,000, - 199 GENERAL FUND - PIC 25 - \$8,000		Formative			Summative
		Sept	Nov	Feb	May
					
Strategy 3 Details		Reviews			
Strategy 3: Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD. Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: substitutes for TEKS Academies - 211 ESEA, TI A IMP - \$23,466.59, - 282 ESSER III - \$26,000		Formative			Summative
		Sept	Nov	Feb	May
					

Strategy 4 Details		Reviews			
Strategy 4: Provide teachers time outside their normal duty hours to fulfill the House Bill 3 requirements to complete the science of teaching reading academies modules Strategy's Expected Result/Impact: Time Sheets & Agenda. Teachers will be able to provide evidence based literacy instruction Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 282 ESSER III - \$25,380, - 211 ESEA, TI A IMP - \$16,600		Formative			Summative
		Sept	Nov	Feb	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: Frank Macias Elementary will include parents, community and business members in the education of all students.

Performance Objective 1: The campus will increase parental engagement by building a strong partnership with parents. (Monthly Parent Meetings with the Principal, Parent Workshops, and Parenting Classes will continue via google virtual platforms and in-person


High Priority



Evaluation Data Sources: Title I Crate


Program Checklist

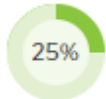




Survey

Feedback Forms

Strategy 1 Details	Reviews			
Strategy 1: Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition) Strategy's Expected Result/Impact: Calendar of Activities Survey Data Student Data (all sources to identify needs) Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coaches Counselor s Librarian Nurse Communities in Schools personnel PBIS Teacher Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$3,145	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
Strategy 2: Communicate with newsletters, website, ClassDojo, Facebook, Twitter, AVID Binders, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish. Strategy's Expected Result/Impact: Survey Data Communication Logs Staff Responsible for Monitoring: Campus Admin. Teachers Nurse Counselor Communities in Schools personnel Technology Teacher	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Inform parents of student progress through timely conferences, notes, AVID Binder, Teacher/Parent Nights, progress reports, ClassDojo, Skyward Parent Portal, phone calls and RtI communication. Strategy's Expected Result/Impact: Survey Data Sign in sheets Communication logs Staff Responsible for Monitoring: Campus Administration Teachers Office staff Counselors Communities in Schools personnel Technology Teacher Title I: 4.2 - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 4 Details	Reviews			
Strategy 4: Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions to include MOTHER/FATHER PROGRAM, and work with their child(ren) on a daily basis . Strategy's Expected Result/Impact: Volunteer Report Communication Logs Staff Responsible for Monitoring: Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel Title I: 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$2,400	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
Strategy 5: Provide transition activities for Head Start/PK students and parents, middle school transition visits for 5th grade students, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs. Strategy's Expected Result/Impact: Survey Data Communication Portfolio Head Start Calendar Staff Responsible for Monitoring: Campus Admin. Counselor Communities in Schools personnel Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
	N/A			

Strategy 6 Details	Reviews			
Strategy 6: Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19. Strategy's Expected Result/Impact: Calendar of Activities Flyers, Newsletters Sign in Sheets Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel Title I: 2.5, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$6,000	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
Strategy 7 Details	Reviews			
Strategy 7: Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement after pandemic. Strategy's Expected Result/Impact: Sign In Sheets Calendar of Activities Flyers, Newsletters Call Outs Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$660	Formative			Summative
	Sept	Nov	Feb	May
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Frank Macias Elementary will include parents, community and business members in the education of all students.

Performance Objective 2: The campus will provide parents and community members opportunities to participate in academic and reading workshops to strengthen the home/school/community connection.

High Priority

Evaluation Data Sources: Title I Crate

Agendas and Attendance

Parent Surveys

Program Checklist

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
Strategy 1: The campus will invite parents in grades 3rd, 4th and 5th to a Math, Reading and Science STAAR Night. Teachers will show parents how to work with their students at home. Strategy's Expected Result/Impact: Increase in Math, Reading, and Science STAAR Scores. 4 and 9 Week Checkpoints. TELPAS Staff Responsible for Monitoring: Administration Curriculum Coaches Teachers Counselors CIS Coordinator Librarian Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: PK Round up will be held to register all PK students in the surrounding school area. Teachers and other certified staff will be needed to help with the process. ESSER funds are being utilized to provide extra duty pay to our staff to support social, emotional and academic needs of our community and future students. Due to the impact of COVID, our early education students may have been impacted and parents may not know of the academic opportunities our district offers, and this event will assist in the transition to classroom instruction for both families and students.</p> <p>Strategy's Expected Result/Impact: Register Prekindergarten students for the 2022-2023 school year. Educate our Prekindergarten parents on the opportunities our district offers. Assist in the transition to classroom instruction for both families and students.</p> <p>Staff Responsible for Monitoring: Admin Team Prekindergarten Teachers Office staff Technology Teacher Librarian Counselor PBIS Lead Teacher CCoaches PE Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$30,080</p>	Formative			Summative
	Sept	Nov	Feb	May
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness & Phonics, Read Alouds, Talking About Books, Independent Reading, Partner Reading, Shared Reading, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice.
1	1	3	Maintain a 150 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.
1	1	4	Purchase materials such as book bags, writing pocket folders, timers and other materials in English/Spanish to reinforce and supplement each component of the Balanced Literacy Model to be used for instruction with the TEKS and the ELPS. a. Books of the Month b. Leveled Books c. Okapi d. Scholastics News e. Studies Weekly
1	1	7	Align the Balanced Literacy Initiative with writing training and resources for editing and revising so all students are able to apply the writing conventions to include the written composition, revising and editing. Purchase materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR. Chart tablets and markers to provide anchor charts to model concepts for students. Purchase composition books, sentence strips, index cards, post-it notes, sheet protectors, and other items to reinforce student writing skills.
1	1	8	Provide teachers with opportunities to examine assessment data effectively for lesson planning to include interventions after the 4 & 9 week checkpoints and other district assessments. These planning meetings will focus in on Writing, Science, Math and Reading.
1	2	3	Focus in on teaching basic decoding skills with all ELL students to improve reading comprehension for simplifying mathematical problem solving multi-step method and expand on mathematical vocabulary skills.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness & Phonics, Read Alouds, Talking About Books, Independent Reading, Partner Reading, Shared Reading, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice.
1	1	2	Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy
1	1	3	Maintain a 150 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.
1	1	4	Purchase materials such as book bags, writing pocket folders, timers and other materials in English/Spanish to reinforce and supplement each component of the Balanced Literacy Model to be used for instruction with the TEKS and the ELPS. a. Books of the Month b. Leveled Books c. Okapi d. Scholastics News e. Studies Weekly
1	1	5	Provide supplemental support, intervention and assess students using software programs such as Renaissance Reading (AR), Use mClass/Dibels/Waggle Lecura to assess students and determine on target reading levels to conduct individualized instructional levels and plan for on target interventions
1	1	6	Utilize and follow the TEKS Resource System as our scope and sequence to include the district's pacing guide for teaching the specificity of the TEKS.
1	1	7	Align the Balanced Literacy Initiative with writing training and resources for editing and revising so all students are able to apply the writing conventions to include the written composition, revising and editing. Purchase materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR. Chart tablets and markers to provide anchor charts to model concepts for students. Purchase composition books, sentence strips, index cards, post-it notes, sheet protectors, and other items to reinforce student writing skills.
1	1	8	Provide teachers with opportunities to examine assessment data effectively for lesson planning to include interventions after the 4 & 9 week checkpoints and other district assessments. These planning meetings will focus in on Writing, Science, Math and Reading.
1	1	9	All teachers will incorporate Writing across the curriculum to include, the 5 Essential Components of the Fundamental Five. The grammar standards will be vertically aligned to the Writer's Workshop to produce and attain the identified Writing Instructional goals.
1	2	1	Construct a solid base of reading and math 1) Utilize the TEKS Resource System and its components to plan instructional lessons in all units of HQIM Eureka Math.
1	2	2	Incorporate a daily approach of teaching how to problem solve using the multi-step method. Integrate a daily approach for learning math facts so all students can simplify the multi-step process.
1	2	3	Focus in on teaching basic decoding skills with all ELL students to improve reading comprehension for simplifying mathematical problem solving multi-step method and expand on mathematical vocabulary skills.
1	3	1	Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into Math and Reading/Language Arts by utilizing the science TEKS.
1	3	2	Purchase, implement, and train on: electronic science applications, instructional materials, lesson materials, and resources such as: video streaming through StemScopes, Edusmart and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science. FME will purchase Science materials for students to apply Science and Social Studies concepts through PBL, Performance Based Learning projects/presentations.

Goal	Objective	Strategy	Description
1	3	3	Purchase non-consumable and consumable materials for each grade level science lab. Provide appropriate funding to purchase lab materials for the lab and classroom.
1	3	4	Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science. Students and teachers will be using STEM Scopes EDUsmart.
1	3	5	Provide field trips and virtual field trip experiences (when applicable) aligned to science TEKS Resource System in order to build background knowledge for students to relate to concepts in real life applications.
1	3	6	Provide materials to support the ITRS Performance Assessments aligned to the the Science STAAR /TEKS at each grade level. Materials may include poster board, science board and laminating films for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, colored markers, tape, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors. Materials can also include science apps purchases and training.
1	3	7	Purchase materials/furniture to support Pre Kindergarten Initiative with focus on Reading/Science/ Math/ Technology/ and Arts.
1	4	1	Identify students for sub-populations such as at-risk, GT, ELL, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instruction, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of Phonics, Phonemic Awareness, Comprehension and Math) Program criteria: *Assessment *Identification *Referral *Placement * Program implementation * Evaluation *Exit Criteria
1	4	2	Provide EL SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: After-School Acceleration (3-5 STAAR Acceleration) Enrichment/Reading Computer Lab, Intersession Acceleration and Summer School.
1	4	3	Implement a skills based acceleration and enrichment program based on assessment results during the school day, after school and in-person, Saturdays and during Summer acceleration. The focus will be to gain mastery on the core content skills and TEKS, to include reading, math, writing (editing and revising) and science.
1	4	7	Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, EL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, La Cosecha, AVID , PLC Institute, Blue Ribbon Schools of Excellence etc.
1	5	1	Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills. Schedule in and implement Makerspace Institute challenges tied in to the TEKS to support STEAM learning through project based activities. Purchase laptops, computers, 3D printers, and Ipads to support coding, movie making, graphic design, music production, and engineering instruction. Additionally, an E-sports lab will be set up in the library to accommodate students to compete in e-sports.
1	5	2	Maintain computers in classrooms, the Makerspace Institute and Eddie's Exploratorium/STEAM Library (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.
1	5	3	Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support in the areas of reading, math, writing, and science. This includes the purchase of Interactive TV monitors, printers, mini keyboards, chargers, speakers, robots, robotic expansion kits, headphones and general supplies. Additionally, the purchasing of Nearpod, Accelerated Reader, Think up, STEM Scopes and Edusmart.

Goal	Objective	Strategy	Description
1	5	4	Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.
1	6	1	Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.
1	6	2	Encourage family involvement in health activities such as Community Fitness Friday.
1	7	1	Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32
2	1	1	Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Department and the Horizon City Fire and Police Departments.
2	1	2	Educate staff, parents, and students on safety and visitor procedures, pick-up, drop-off and what to do in the event of an emergency also , and what procedures to follow in an event of an emergency which include: bullying, conflict resolution, discipline management, violence prevention, harassment prevention, suicide prevention.
2	1	4	Establish a safety and crisis management team that will meet, review and evaluate procedures each semester.
2	1	5	Train staff in first aid, CPR, medical screenings and use of AED's. Identify them on an evacuation map.
2	1	6	Establish and promote a self-care and clean environment in all classrooms to support all student needs and well being.
2	1	7	PBIS / SEL will continue to be integrated into the daily instruction and into individual social behavior. SEL teacher will provide PBIS and SEL lessons to teachers and students. Campus will purchase PBIS / SEL supplemental and general supplies, teacher and student resources to promote positive behavior in campus. Provide teachers/staff with professional development and staff development trainings to help with their students SEL needs.
2	2	1	Provide Mobile Hotspots for Internet access to students to access remote learning if needed for unforeseen circumstances that can affect student learning.
4	2	1	Provide professional development to all staff members to retain highly qualified teachers.
4	2	2	Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS, STAAR and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.
4	2	3	Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD.
4	2	4	Provide teachers time outside their normal duty hours to fulfill the House Bill 3 requirements to complete the science of teaching reading academies modules
5	1	1	Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition)
5	1	3	Inform parents of student progress through timely conferences, notes, AVID Binder, Teacher/Parent Nights, progress reports, ClassDojo, Skyward Parent Portal, phone calls and RtI communication.

Goal	Objective	Strategy	Description
5	1	5	Provide transition activities for Head Start/PK students and parents, middle school transition visits for 5th grade students, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.

State Compensatory

Budget for Frank Macias Elementary

Total SCE Funds: \$182,470.06

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

Coding of At Risk Students Clint ISD uses the At-Risk Criteria to code students and benefit from the SCE program. The campus administration will ensure that all students, who meet At-Risk Criteria, are coded in the appropriate PEIMS submission. The PEIMS department reviews the criteria annually, and ensures all criteria are reviewed and submitted into the student data system – SKYWARD. Annual PEIMS Reviews ensure the coding is correct. Student Supports At all levels, staff are put in place to provide student supports and accelerated instruction. At the Elementary School Level, the district has funded curriculum coach positions and campuses have allocated funding for supplemental resources, extra duty pay for tutoring and travel for staff to gain knowledge of how best to support students. Elementary campuses also fund a Technology Coach to assist teachers and students with integrating technology to support instructional needs. Activities and Support Programs All district campuses conduct intervention programs to strengthen student academic skills. Campuses, at all levels, use SCE funds for extra duty pay for tutoring which will occur after-school. The district may also use SCE funds for intersession. All campuses place SCE funding for resources to support intervention programs. These programs are designed to compliment the regular education program and offer additional supports for students who meet the SCE criteria. Data Review and Program Evaluation The campus and district teams, review student academic data after formative and summative assessments have been administered to ensure the success of programs, use of resources and effectiveness of staff. The Federal Programs annually evaluates the programs, staff, and activities funded through the SCE program. Campuses ensure that all activities are funded with the appropriate SCE funds which are actually entered into strategies of the CIP and DIP.

Personnel for Frank Macias Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Courtney Kapp	INSTRUCTIONAL AIDE (PIC 36)	1
Edith Gonzalez	INSTRUCTIONAL AIDE	1
HOLGUIN, GLORIA GALVAN	INSTRUCTIONAL AIDE	1
IMEDA BACA	INSTRUCTIONAL AIDE(PIC 35)	1
JIMENEZ, FEDERICO	TECHNOLOGY COACH	1
OLMOS, ANGELICA	INSTRUCTIONAL AIDE	1
Vacant	INST AIDE SPED SELF-CONTAINED	1

Title I

1.1: Comprehensive Needs Assessment

Frank Macias Elementary will work in conjunction with parents to ensure all students meet or exceed appropriate levels of academic achievement on state standards as measure by STAAR scores. In order to best serve the needs of the students on campus, a comprehensive needs assessment was conducted and a plan of action was created to target student needs. Due to the amount of economically disadvantaged students on the campus (and the district overall) FME functions as a Title I program.

Data from the following sources was gathered to develop the comprehensive needs assessment:

- Data from the T-TESS evaluation system
- STAAR Participation Scores
- STAAR Student Scores
- District Benchmark and Interim Assessments
- Special Population Scores

2.1: Campus Improvement Plan developed with appropriate stakeholders

The FME Site-Based Decision Making Committee reviewed the plan at the end of the 2022-2023 school year and into the summer to propose changes to make for the following 2023-2024 school year. Input was sought from relevant campus stakeholders to determine area of support needed for the campus. The plan will be posted on the campus website in both English and Spanish for parents to review. It will also be discussed at the first Coffee with the Principal meeting in August.

2.2: Regular monitoring and revision

Because the campus improvement plan is a living document, regular monitoring and revisions may occur throughout the year. As the need for new initiatives or purchases arise, the plan will be updated to reflect the needed changes. A formal review of the CIP will occur during September, November, January, and May with the assistance of the campus instructional leadership team. Input will be solicited from CILT team members for any necessary revisions.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be accessible on the campus website and shared with the Campus Site Based Committee. Additionally, the CIP will be translated to Spanish and posted on the website for native Spanish speakers to have access to the plan.

2.4: Opportunities for all children to meet State standards

The campus will provide reform strategies as interventions to ensure the needs of all children, but particularly the needs of children of target populations of any program use effective methods and instructional strategies based on scientifically based research to ensure the state academic achievement standards are met. The lower grades will implement an initiative

to ensure that all students are reading on grade level by the end of the Third grade. The "Ready by Third" program will ensure success district-wide for our At-Risk population. During 2023-2024, the campus will operate on a balanced calendar with student support intersessions in October and March. Throughout the year, the campus will have additional support as well for students through an intervention program named I-SUPPORT. These intersessions will focus on students who are at risk or not on grade level or need support to be successful on the state assessments. Also, Title I funds are allocated to support the AVID program, instructional software and afterschool tutoring programs. ESSER funding will be provided to campuses to support interventions, SEL programs, fund staff and provide additional instructional resources.

2.5: Increased learning time and well-rounded education

FME will provide any student who did not pass STAAR grades 3-5 assessments accelerated instruction during school (acceleration blocks), after school, on Saturdays, and during intersession. Accelerated instruction entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher, or 2) delivering supplemental instruction (i.e., tutoring) before or after school, or embedded in the school day and meeting HB 4545 requirements.

While the requirement for ALC meetings has changed by the state, FME will make it a point to meet with as many parents of children who did not pass any portion of the STAAR once scores are released in August. Student growth will be discussed, where applicable, and goals will be set for every child for the upcoming STAAR at the end of the school year. Those who require a formal ALC will have the meetings in place as soon as scores are released.

All students will have a scheduled time for accelerated instruction. During the 2023-2024 school year, students will be provided targeted intervention before, after and during school. These intervention times must be documented and provided at least 30 minutes a week, per subject. Frank Macias will work with our respective Assistant Superintendent of Elementary Schools to develop an approved plan that is uniform and consistent.

All student plans must have data to drive their development. Frank Macias Elementary will use STAAR data, MAP data, screener data to determine ated instruction should meet the following requirements:

- Delivers targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and subject areas
- Is provided for no less than 15 hours total (the new recommendation by TEA)
- If a student does not pass the mathematics and reading STAAR, 15 hours of accelerated instruction must be provided for each subject area.
- Is designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area
- Utilizes effective instructional materials designed for supplemental instruction.
- Is delivered in a 1-on-1 or small group environment, with no more than 3 students in a small group (or in a larger ratio with permission from all parents or guardians connected to students in the group)
- Is provided by an individual with training in aligned instructional materials and under the LEA's oversight

To the extent possible, is provided by one person for the entirety of the student's supplemental instruction period.

2.6: Address needs of all students, particularly at-risk

All student groups will have campus supports where the master schedule will be leveraged to schedule students in classes that can identify gaps and ensure acceleration of instruction. Student plans will be developed to address any learning gaps. To maximize the use of personnel, SPED personnel and SPED schedules were built into place before the formal master schedule to ensure the maximum use of our SPED teachers. Doing this, we were able to assign 2 SPED teachers to work solely with 4th and 5th grade levels exclusively. 1st-3rd

grade has 3 SPED teachers who are sharing the responsibility of the grade levels.

FME will utilize historical and current data in the major assessments throughout the year to include: STAAR, MAP, mClass Dibels and Lectura, I-ready math and reading, CLI-Engage, etc.

Student data will be tracked throughout the year with data talks with both teachers and students held at various points throughout. Proper interventions before, during and afterschool will be utilized as well as intersession times.

3.1: Annually evaluate the schoolwide plan

Frank Macias will use scientifically based research strategies to promote and increase the parent & family engagement efforts in all Title I school-wide campuses. The Communities in Schools program has been implemented to enhance parental & family engagement activities. Also, the campus has involved parents through Parent & Family Engagement activities during and after school, technology integration, and district programs. FME uses a variety of methods to communicate to parents including Class Dojo, Twitter, Facebook, and Blackboard. Messages will be sent to parent to let them know when the plan will be discussed so they can be in attendance.

4.1: Develop and distribute Parent and Family Engagement Policy

Frank Macias Elementary in coordination with our parents have created and distributed the Parent and Family Engagement Policy and has been uploaded into the Title 1 Crate as required. Frank Macias Elementary will offer a variety of parent involvement meetings and trainings during the 2023-2024 school year that will help their children succeed academically, socially, emotionally, and physically. A flexible number of parent meetings are calendared in and are announced via our Classdojo Parent App along with the weekly call-out reminders. Meetings include; coffee with the principal, Fall Festival, Welcome Back Family Picnic, Musical Students Performances, Open House Nights, etc.

4.2: Offer flexible number of parent involvement meetings

Frank Macias Elementary will offer a variety of parent involvement meetings during the 2023-2024 school year. A flexible number of parent meetings are calendared in and are announced via our Classdojo Parent App along with the weekly call-out reminders. Meetings include; coffee with the principal, Fall Festival, Welcome Back Family Picnic, Music Students Performances, Open House Nights, etc.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Carrillo	Instructional Aide	TITLE I	1.0
Erika Rayas	Instuctional Aide	TITLE I	1.0
Gisela Figueroa Lopez	Teacher	ESSR II	1.0
Jacqueline Stroud	Special Education Teacher	IDEA-B(284)	1.0
Lori Lane	Assistant Principal	ESSR III	1.0
Ruvi Salgado	CIS Coordinator	Title I	1.0
Stacy Macias	PBIS Lead Teacher	ESSR III	1.0

Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$21,000.00
1	1	1			\$0.00
1	1	4			\$20,000.00
1	1	7			\$4,500.00
1	1	8			\$1,150.00
1	2	2			\$1,500.00
1	3	1			\$0.00
1	3	2			\$1,500.00
1	3	3			\$2,500.00
1	3	5			\$5,525.00
1	3	6			\$21,000.00
1	3	7			\$15,000.00
1	3	8			\$7,464.00
1	4	1		199.11.6339.00.105.0.25.000	\$7,000.00
1	4	1		199.11.6339.00.105.0.21.000	\$1,800.00
1	4	2			\$18,015.00
1	4	3			\$12,000.00
1	4	4			\$0.00
1	4	5		199.11.6494.00.105.0.30.000	\$6,000.00
1	4	6			\$700.00
1	4	7			\$14,000.00
1	4	8			\$30,000.00
1	5	2			\$1,100.00
1	5	3			\$3,000.00
1	5	4			\$7,000.00
1	9	1			\$17,000.00
2	1	1			\$0.00

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	1	6			\$700.00
2	1	7			\$21,481.00
4	2	1			\$0.00
4	2	2			\$40,000.00
4	2	2		PIC 25	\$8,000.00
Sub-Total					\$288,935.00
211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$15,000.00
1	1	5			\$16,500.00
1	1	6			\$8,007.00
1	1	6			\$8,007.00
1	1	7			\$30,000.00
1	1	8			\$2,200.00
1	2	1			\$23,466.59
1	2	3			\$0.00
1	2	5			\$16,590.44
1	3	2			\$5,000.00
1	3	3			\$5,000.00
1	3	6			\$36,500.00
1	3	7			\$0.00
1	3	8			\$7,500.00
1	4	3			\$43,300.00
1	4	7			\$4,000.00
1	4	8			\$15,000.00
1	5	1	E-sports material	211 E 11 6391	\$18,000.00
1	5	1			\$32,000.00
1	5	3			\$40,000.00
1	5	4			\$3,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$12,000.00
1	5	6			\$20,700.00
1	8	1			\$15,593.00
1	8	2			\$7,200.00
1	9	1			\$33,000.00
2	1	7			\$7,500.00
2	2	1	Technology Equipment	211.11.6399	\$15,000.00
4	2	2			\$5,000.00
4	2	3	substitutes for TEKS Academies		\$23,466.59
4	2	4			\$16,600.00
5	1	1			\$3,145.00
5	1	4			\$2,400.00
5	1	6			\$6,000.00
5	1	7			\$660.00
Sub-Total					\$497,335.62
255 ESEA, THIA,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	2			\$1,578.00
Sub-Total					\$1,578.00
263 ESEA, THII LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$3,000.00
Sub-Total					\$3,000.00
281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$6,800.00
1	10	2			\$3,000.00
Sub-Total					\$9,800.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$38,540.00
1	4	3			\$38,500.00
1	4	7			\$84,000.00
2	1	7			\$6,500.00
2	1	9			\$38,500.00
4	2	2			\$20,000.00
4	2	3			\$26,000.00
4	2	4			\$25,380.00
5	2	2			\$30,080.00
Sub-Total					\$307,500.00