

Weslaco Independent School District

Mario Ybarra Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

At PFC Mario Ybarra Elementary School, our mission is to create a safe and nurturing environment where every child can learn, grow, and succeed. We are dedicated to:

- Inspiring a love of learning and curiosity.
- Foster respect, kindness, and cooperation.
- Encourage personal and academic growth.
- Help each student discover and develop their
- unique abilities and talents.

Together, we build a strong foundation for lifelong learners and responsible leaders.

Vision

At PFC Mario Ybarra Elementary School, our vision is to be a leading education community where every child thrives and achieves academic excellence. We envision a school where:

- Every student experiences continuous growth and
- development.
- Academic achievement is celebrated and fostered
- through innovative and effective teaching practices.
- A love of learning is instilled in our students.
- Respect, integrity, and collaboration are the cornerstones of
- our community.

We are dedicated to empowering students with the knowledge, skills, and confidence to succeed and excel in an ever-changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The high mobility rate of students needs to be reduced. Student attendance is poor and often falls among the lowest in the district. Bilingual and special education students consistently perform lower than their peers in the STAAR assessment.

Demographics Strengths

Teacher-Student Ratios in 3rd-5th Grades

Community Involvement

Student Clubs

Mentorships

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students have low attendance rates. **Root Cause:** Parents fail to see the importance of bringing their children to school.

Problem Statement 2: Bilingual and SpEd students score low in their academic achievement. **Root Cause:** More consistent small-group instruction to tailor individual student needs is necessary.

Student Achievement

Student Achievement Summary

We need to improve our foundational reading skills in the K-2 classrooms and target reading comprehension in the 2nd -5th grade classrooms. Our students need improvement in text fluency, reading comprehension, and need assistance in mathematics problem-solving.

Student Achievement Strengths

K-2 Letter Knowledge and sounds

K-2 Number and operations

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: K-2 students are weak in phonemic awareness. **Root Cause:** Students need more phonics instruction and practice decoding words.

Problem Statement 2: 1st-3rd grade students struggle with text fluency. **Root Cause:** Students have poor phonological skills and have difficulty decoding words.

Problem Statement 3: 2nd-5th grade students struggle with reading comprehension. **Root Cause:** Students have limited background knowledge, struggle with decoding words, and have limited vocabulary.

Problem Statement 4: 3rd-5th grade students have weak mathematics problem-solving skills. **Root Cause:** Students are struggling readers and find it difficult to understand what the problem is asking of them.

District Culture and Climate

District Culture and Climate Summary

Our students need assistance in regulating their emotions. We plan to utilize SEL lessons to promote student self-emotional regulation. Another goal is to increase student and staff morale. Our faculty members also need support in developing a growth mindset.

District Culture and Climate Strengths

Our students feel they have supportive relationships at school and have a sense of belonging on campus. Students feel safe on campus and staff members feel they have a strong relationship with the leadership team.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Students need to learn emotional regulation. **Root Cause:** Students do not know how to process their emotions correctly and therefore have referrals or are in trouble which strains their relationships with staff and disrupts their learning opportunities.

Problem Statement 2: The school climate needs to improve for both students and staff. **Root Cause:** We are rebuilding, coming off of a transition in administration and morale is low. This transfers onto students unknowingly.

Problem Statement 3: Faculty members need to develop a growth mindset. **Root Cause:** Staff members need to believe in their abilities and work hard to achieve progress.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our teachers need to be moved due to varying student counts in each grade level. We have teachers without proper certifications whose placement also needs an adjustment. Due to student performance levels and TTESS results, we have some teachers who require new grade-level placements to assist our campus in improving student achievement.

Staff Quality, Recruitment, and Retention Strengths

Veteran Teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We need higher-performing teachers in the foundational grade levels. **Root Cause:** We staffed our stronger teachers in the upper grades and we need to readjust to ensure students come prepared to the testing grades.

Problem Statement 2: We have limited ability to move staff due to lack of certifications. **Root Cause:** Teachers lack bilingual certifications and many only have EC-4 certifications, which makes placement difficult.

Problem Statement 3: Teacher-to-student ratios are high in the lower grades. **Root Cause:** Enrollment is low, so the district moves our teachers to other campuses. This results in large teacher-to-student ratios, especially in our lower grades.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students are not grasping Tier 2 and 3 vocabulary words. We need to visit instructional design and delivery for vocabulary lessons and ensure best practices are taking place in the classroom. Fluency needs to be monitored on a more consistent basis. Small group instruction needs to take place in the math classrooms in grades 1-5. Instruction lacks effective intervention for reading comprehension, as data shows many students lack on-level reading comprehension. Homework assignments in PK-2 need to be more strategic and purposeful to target phonics and weekly literacy skills.

Curriculum, Instruction, and Assessment Strengths

Letter Knowledge

TEKS Alignment

Numbers and Operations K-2

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students have low vocabulary and fluency skills. **Root Cause:** Teachers need to give explicit instruction in phonics and decoding to increase automaticity.

Problem Statement 2: RLA Homework does not target the skill of the week. **Root Cause:** Homework focuses on spelling words and not enriching the reading skill of the week.

Problem Statement 3: Reading Comprehension is low in 1st-5th grades. **Root Cause:** Students need to increase their vocabulary and fluency skills.

Problem Statement 4: We need more small-group instruction in mathematics. **Root Cause:** Students are progressing each year with instructional gaps due to a lack of differentiation in math.

Family and Community Engagement

Family and Community Engagement Summary

We need to reduce the mobility of our families. We need consistent parent meetings to keep parents informed and increase parental involvement. Increasing community partnerships would also be beneficial to our campus. We need to have more campus activities that encourage parent and community participation.

Family and Community Engagement Strengths

Parent Volunteer Program

Parent Conferences

Social Media

Class Dojo

Community Events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our campus needs more parent volunteers. **Root Cause:** We need to communicate with parents more about opportunities to volunteer and hold meetings to keep parents informed and involved.

Problem Statement 2: Our campus needs to increase community partnerships. **Root Cause:** We decreased our communication with the surrounding community during the pandemic and are struggling to get it back to what it was.

Problem Statement 3: Our campus has a high mobility rate. **Root Cause:** Rezoning would help us have consistent neighborhoods that feed into our campus. Parents often move from apartment to apartment and switch schools mid-year.

District Organization

District Organization Summary

The campus needs to display updated weekly posters of events and celebrations in the cafeteria and hallways. It may be beneficial for our 2nd-grade teachers to departmentalize. The campus needs to increase parental involvement. Student academic, athletic, and personal achievements should be recognized more often via morning announcements and/or social media platforms. The Master Schedule for PLC day needs to include all opportunities for every class to visit the library and counselor.

District Organization Strengths

Sunday Shout-Outs

Counselor and Library time during PLC days

Problem Statements Identifying District Organization Needs

Problem Statement 1: We need to have updated duty rosters posted in the cafeteria and hallways. **Root Cause:** Changes in administration and elective schedules led to revisions to lunch duty schedules.

Problem Statement 2: 2nd grade should be departmentalized. **Root Cause:** We don't have enough students to make teams in 2nd grade.

Problem Statement 3: We need to celebrate outside-of-school achievements, not just those on campus. **Root Cause:** We focus solely on campus achievements and accolades.

Problem Statement 4: We need an equitable elective schedule on PLC days. **Root Cause:** We lacked the elective staff members to ensure that each class was seen on those days.

Technology

Technology Summary

Moving into next year, we plan to have teachers use technology devices to provide collaborative learning opportunities for students. Our goal is to have teachers connect the lessons to real-world problems and utilize technology resources to research and solve issues. We intend to use technology and all online platforms to provide opportunities for students to learn in a small group setting. We will also provide our staff members with opportunities to strengthen their technological skills.

Technology Strengths

1:1 student-to-device ratio

Multiple online resources are available for instruction

Problem Statements Identifying Technology Needs

Problem Statement 1: We need to use technology to provide collaborative opportunities within the classroom and connect the lessons to real-world problems. **Root Cause:** Technology is currently used to get required minutes for instructional programs.

Problem Statement 2: We need to plan and utilize technology to provide opportunities for small-group instruction. **Root Cause:** Teachers often use technology as a whole-group activity.

Problem Statement 3: Teachers lack technology skills. **Root Cause:** We need to provide more professional development to strengthen their technological skills.

Demographics

Demographics Summary

PFC Mario Ybarra Elementary is located in Weslaco, Texas. PFC Mario Ybarra Elementary School is one of eleven elementary schools in the Weslaco Independent School District. The campus is the newest elementary, constructed in 2010. The student population at Ybarra Elementary School is approximately 496 students and serves students in grades PK-3 through 5th grade.

According to the PEIMS Data Review of our campus profile, 98% of the student population is Hispanic, 92% are identified as Economically Disadvantaged, and 28% are English Language Learners.

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

Staff members at Ybarra Elementary prioritize the culture of the school, students' grades, vocabulary, and leadership skills of all of our students.

The current staff at Ybarra Elementary School is composed of 32 teaching staff, 2 campus administrators, 1 counselor, 5 Professional Support Personnel, 6 office staff, 1 Community Aide, 4 Non-Teaching Special Education Professionals, 1 Speech Therapist Assistant, 4 educational aides, 1 Smart Moves Instructor and 1 ACE Instructor.

Demographics Strengths

PFC Mario Ybarra Elementary has a supportive community that is involved and continuously supports student achievement, community endeavors, and fundraisers. Ybarra Elementary has many supportive parents who all value the importance of education and learning. The campus offers numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as the Art Club, Choir, Ybarra Newscast Team, ACE cheerleading team, ACE cooking club, and ACE flag football.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement in all core content areas tested on the 3-5 STAAR Assessments. Specific student subpopulations of EBs, SPED, Migrant, and Economically Disadvantaged have areas of need for growth. **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Student Learning

Student Learning Summary

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

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

Accountability Rating Summary

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

3rd Grade Math

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

3rd Grade STAAR Reading

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	71	24	1418	46.32%	74.65%	35.21%	12.68%
Economic Disadvantage	65	23	1407	44.62%	72.31%	30.77%	10.77%
Hispanic	71	24	1418	46.32%	74.65%	35.21%	12.68%

	May 2023 STAAR Reading Language Arts, Grade 3						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Currently Emergent Bilingual	24	22	1390	42.47%	54.17%	37.50%	8.33%
Special Ed Indicator	7	17	1324	32.42%	57.14%	0%	0%

4th Grade Math

	May 2023 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	54	22	1552	54.91%	68.52%	57.41%	14.81%
Economic Disadvantage	46	21	1535	52.77%	67.39%	54.35%	8.70%
Hispanic	53	22	1548	54.34%	67.92%	56.60%	13.21%
White	1	34	1762	85%	100%	100%	100%

	May 2023 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Currently Emergent Bilingual	17	21	1539	52.94%	64.71%	52.94%	11.76%
Special Ed Indicator	7	15	1434	37.50%	28.57%	28.57%	0%

4th Grade Reading

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

5th Grade Math

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

5th Grade Reading

	May 2023 STAAR Reading Language Arts, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	92	31	1592	58.86%	82.61%	58.70%	20.65%
Economic Disadvantage	76	31	1600	59.84%	84.21%	60.53%	23.68%

	May 2023 STAAR Reading Language Arts, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Black/African American	1	11	1324	21.15%	0%	0%	0%
Hispanic	91	31	1595	59.28%	83.52%	59.34%	20.88%
Currently Emergent Bilingual	45	30	1582	57.56%	77.78%	57.78%	20%
First Year of Monitoring	1	37	1670	71.15%	100%	100%	0%
Third Year of Monitoring	1	38	1685	73.08%	100%	100%	0%
Special Ed Indicator	5	15	1393	29.62%	0%	0%	0%

5th Grade Science

	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Mario Ybarra Elementary	91	20	3687	51.54%	61.54%	23.08%	6.59%
Economic Disadvantage	75	20	3702	52.07%	61.33%	25.33%	8%
Black/African American	1	14	3284	35.90%	0%	0%	0%
Hispanic	90	20	3692	51.71%	62.22%	23.33%	6.67%
Currently Emergent Bilingual	45	20	3676	51.17%	62.22%	20%	4.44%

	May 2023 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
First Year of Monitoring	1	28	4216	71.79%	100%	100%	0%
Third Year of Monitoring	1	28	4216	71.79%	100%	100%	0%
Special Ed Indicator	5	15	3344	38.46%	20%	0%	0%

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: Only 16% of all students received a "Masters Grade Level" on STAAR Math. **Root Cause:** Students are lacking many fundamental skills, such as addition, subtraction, multiplication and division; regrouping, and the academic vocabulary that is needed to pass the math assessment.

Problem Statement 4: In grades (1st-3rd), 46% of students are not reading at grade level (BOY NWEA) levels in September 2023S **Root Cause:** Reading program at campus has improved in the alignment, although consistent implementation still needs to be addressed. Teacher still need additional training on the implementation and teaching SIPPS with fidelity following RBL and the Science of Reading.

Problem Statement 5: Student Success component of Academic Achievement, there is a need for improvement in the Attendance Rate Indicator. The indicator Score for the 2022-2023 School Year was 92.4% at Quartile 4. **Root Cause:** Parents are not sending students to school due to health conditions such as asthma COVID, and socioeconomic hardship.

School Processes & Programs

School Processes & Programs Summary

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

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

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

For mathematics instruction, we rely on the district's math adoption, SAVVAS Math (including the online component), and other useful math materials/tools such as Sharon Wells (2nd-5th), Imagine Math (PK-5th), Reflex Math (1st-5th) for basic math facts, and Frax Math (3rd - 5th).

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

School Processes & Programs Strengths

At P.F.C. Mario Ybarra, we work purposefully to strengthen our students reading, writing, and math skills. All teachers attend campus PLC meetings and collaborate with their grade levels and administration. Teachers have attended the Reading Academies, and District /Staff Development trainings to improve their instructional skills. Highly Qualified Teachers include 3 bilingually certified teachers in Pre-K - Kinder, 2 bilingually certified teachers in first grade, and 9 bilingually certified in second, third, fourth, and fifth grades. Teachers have completed their 30 basic GT hours and 6 yearly hour updates. Student progress is tracked through Istation, Benchmark data, SIPPS Phonics

Levels, Imagine Math, iReady, Aware, and Attendance monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students come into the next grade level with instructional gaps in specific TEKS foundations across subject areas. **Root Cause:** We need to change the mindset and understand that the focus needs to be on student growth from one tier to the next.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for improvement in STAAR RLA for 3rd and 5th and for STAAR Math in 4th grade, including the specific subpopulations of EBs, SPED, Migrant, and Economically Disadvantaged students. **Root Cause:** Identified students lack the foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

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

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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

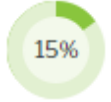
Performance Objective 1: By Spring 2025, 70% of all students will score at or above 70 % or higher on the Social Studies CBAs.

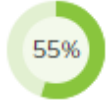
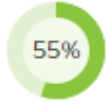
HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips): -Concepts History -Geography -Economics -Government -Citizenship -Culture -Science, Technology and Society Strategy's Expected Result/Impact: Improved learning opportunities. Staff Responsible for Monitoring: Campus Administrators Social Studies Teachers Social Studies Strategist Campus Secretary Title I: 2.4, 2.5 Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Effective Reading Strategies in Social Studies: Integrate the application of technology to promote a blended learning environment in social studies classrooms. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks. Staff Responsible for Monitoring: Campus Administrators Social Studies teachers Social Studies Strategist Campus Secretary Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE]		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Strategy 3: Provide workshops and training for the Social Studies Teacher and Weekly PLC Meetings. Strategy's Expected Result/Impact: Improve performance in CBAs and benchmarks. Staff Responsible for Monitoring: Campus Administrators Social Studies teachers Social Studies Strategist Campus Secretary Title I: 2.5 Funding Sources: - 164 - State Comp. Ed. [SCE]		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Purchase the following technology and technology resources for instructional purposes. Macbook iPads iPad Cases Electronic Writing Tablets Fugitsu Scan Snap scanner Desktops Surface Pros Laptops Tablets Charging Carts Computer Speaker Printers 3D printers Projectors Document Cameras Mice Keyboards Headphones USBs Toner Microphones Utilize online resources such as: iReady, Scholastic News Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools, materials, and references for all core subjects making them accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Utilize Instructional Coach as needed. Staff Responsible for Monitoring: Campus Administrators Campus Secretary Title I: 2.4 Funding Sources: Quotes to Purchase - 164 - State Comp. Ed. [SCE] - 164	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize TEKS Resource System and Forethought for instructional planning, and lesson internalization for core subjects. Strategy's Expected Result/Impact: Increase student success. Increase knowledge and usage of TEKS Resource System and Forethought. Staff Responsible for Monitoring: Campus Administration Instructional Technology Coach Teachers Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. Staff Responsible for Monitoring: Campus Administration Campus Secretary Classroom Teachers Library Staff Title I: 2.4, 2.6 Funding Sources: - 163 - State Special Education, - 164 - State Comp. Ed. [SCE], - 165 - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By Spring 2025, we will close the gap and score at or above 78% Approaches| 58 Meets | 25% Masters in STAAR Reading Language Arts Assessment.

HB3 Goal

Evaluation Data Sources: District Benchmarks, CBA's, Monitor Weekly lesson, SIPPS, iReady, NWEA and STAAR Results.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework that addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, and Spelling, including fluency, comprehension, and vocabulary. Purchase and provide Staff Development for reading materials and resources to improve students reading fluency, comprehension, and writing skills. -SIPPS (EEA) -SAVAAS Reading -Independent Reading/Writing -TEKS Resource System Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: * NWEA BOY, MOY, EOY * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach Campus Secretary Title I: 2.4, 2.5, 2.6 Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A, - 165 - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide tutoring through Power Hour for students in grades 1st-5th. Strategy's Expected Result/Impact: Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administration Campus Secretary ALCC Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities. Provide staff development, and guidance on SAVVAS, SIPPS, NWEA Map Growth, and iReady. District Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. Campus Professional Learning Communities for Grades K-5 to meet once every six weeks to review data and planning. Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *District Benchmarks *STAAR assessments *NWEA MAP Testing Staff Responsible for Monitoring: ELAR Strategist ELAR CIF Instructional Coach Campus Secretary Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students in Pre-Kinder through second grades will have access to print books and audiobooks to maximize their reading comprehension achievement. Books will be integrated into the reading curriculum, building the student's vocabulary, fluency, and comprehension. Strategy's Expected Result/Impact: Formative Assessments Fountas and Pinnell Testing Summative EOY reading level Staff Responsible for Monitoring: Campus Administration Teachers CIF Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize researched based hands on activities in order to increase student engagement and achieve a higher performance. 1. Foldables 2. Collaborative Group Activities 3. Book Projects 4. Blended Learning 5. Entrance and Exit Tickets 6. Differentiate Instruction 7. Personalized Instruction 8. Think Pair Share Strategy's Expected Result/Impact: Formative Assessments Projects Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments Staff Responsible for Monitoring: Campus Administration Teachers CIF Instructional Coach Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				

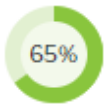
Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes. -Electronic Writing Tablets -Fugitsu Scan Snap scanner -Chromebooks and Cart -Macbook -Surface Pros -Laptops -Desktops -Toner -Other technology-related items -Adaptors -Document Cameras -Poster Machine and Supplies - Mice - Keyboards - Headphones - USBs Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making it accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts. Staff Responsible for Monitoring: Campus Administrators Campus Secretary Title I: 2.4, 2.6 Funding Sources: - 164 - State Comp. Ed. [SCE] - 164	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. - manipulatives -supplemental resources (flashcards for math and reading etc.,) -educational classroom carpet Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. Staff Responsible for Monitoring: Campus Administration Campus Secretary Classroom Teachers Library Staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 163 - State Special Education, - 164 - State Comp. Ed. [SCE], - 165 - State Bilingual/ESL, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
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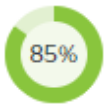
Goal 1: STUDENT SUCCESS/LITERACY FOCUS: HIGH-QUALITY, ENGAGING, AND INNOVATIVE PROGRAMS THAT DEVELOP COLLEGE, CAREER, AND SERVICE READY LEADERS

Performance Objective 3: By the end of the 2025 school year, 50% percent of EB students will score at the 70% percentile on the iReady EOY diagnostic exam.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
Strategy 1: Monitor EB students' academic progress, grades, and benchmark scores to recommend appropriate interventions. Assess all students within the first 20 days of enrollment to find the students' reading levels. Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite Staff Responsible for Monitoring: Campus Administration Classroom Teacher Counselor Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement best practices to help EB students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction *Power Hour 3rd- 5th *Differentiated Instruction Strategy's Expected Result/Impact: Establish a strong academic vocabulary foundation for ELL success Staff Responsible for Monitoring: CampusAdministrators Counselor Instructional Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide staff development opportunities for independent reading, small-group reading, and literature to improve reading proficiency in all areas of reading. TEKS Resource System, iReady, K-12 Summit, SIPPS, Cross-curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies. Strategy's Expected Result/Impact: Professional growth in area of Reading for participants. Staff Responsible for Monitoring: Campus Administration Bilingual Department Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide student-choice reading selections throughout the year and continue implementing leveled readers. Strategy's Expected Result/Impact: Increase independent reading levels of all students Staff Responsible for Monitoring: Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers in grades K-5th will attend blended learning trainings. Teachers will continue to use blended learning in at least one of the content areas. Strategy's Expected Result/Impact: Teachers CARE Sessions Lesson Plans Walk Through T-Tess Staff Responsible for Monitoring: Campus Admin. Instructional Coach Teachers Grade Level Chairs Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

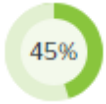
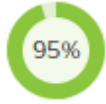
Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes: Writing Tablets (PK - 3rd) Fugitsu Scanners (PK-3rd) Chromebooks and Cart Macbook Surface Pros Desktops Laptops Toner Other technology-related items Adaptors Document Cameras Poster Machine and Supplies Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making it accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts. Staff Responsible for Monitoring: Campus Administrators Campus Secretary Librarian Title I: 2.4, 2.6 Funding Sources: - 164 - State Comp. Ed. [SCE] - 164	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize our reading and math curriculum to plan and implement small group interventions for grades PreK-5th. Staff Responsible for Monitoring: Principal, CIF Teachers Instructional Assistants Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Purchase manipulatives, learning materials, and supplies to enhance student learning and engage students. Strategy's Expected Result/Impact: Manipulatives provide a way for students to learn concepts in a developmentally appropriate, hands-on, experiential way. They are engaging for early learners and increase their level of excitement when learning to read and write. Manipulatives also encourage students to ask questions and make inquiries in social studies, science, math, reading, and writing. Staff Responsible for Monitoring: Campus Administration Campus Secretary Classroom Teachers Library Staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 163 - State Special Education, - 164 - State Comp. Ed. [SCE], - 165 - State Bilingual/ESL, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: All student populations will achieve 80% mastery "Approaches" on all STAAR and increase in both "Meets" and "Masters" performance.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students. Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan. Staff Responsible for Monitoring: Campus Administrators Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students. Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan. Staff Responsible for Monitoring: Campus Administrators Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 3 Details	Reviews			
Strategy 3: Provide hands on and real world experiences for identified gifted students. Strategy's Expected Result/Impact: All GT students will be serviced by teachers that are in compliance with the Texas State Plan Staff Responsible for Monitoring: Campus Administrators Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 5: The Fine Arts department will increase student participation in the fine arts through clubs and UIL.

Evaluation Data Sources: UIL Events Participation, After school clubs

Strategy 1 Details	Reviews			
Strategy 1: The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco. (Face to Face/ Virtual) ART -Community events/ participation events: * Rio Grande Valley Western Art Contest (Spring) *WISD K-12 Fiesta 2024 Art Competition (Spring) Music- Community Events * Fiesta Celebration (Face to Face) * Christmas Performance (Face to Face)) *5th Grade Graduation (Face to Face) Strategy's Expected Result/Impact: Successful at competitions through individual and group performance Staff Responsible for Monitoring: Campus Administration Art Teacher Music Teacher Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The visual arts will work with local arts advocacy groups to promote the arts through shows and competitions. WISD K-12 Fiesta 2024 Art Competition Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Gallery shows and competitions will be held throughout the year. Staff Responsible for Monitoring: Campus Administration Art Teacher Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 6: Ensure all students have access to library resources to ensure that students are prepared for the rigor of STAAR and all other assessments.

Evaluation Data Sources: STAAR scores, student grades, NWEA Map, iReady reports

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

Strategy 2 Details	Reviews			
Strategy 2: Maintain a positive reading environment where frequent and flexible access to library is encouraged. Provide engaging lessons and diverse reading selections so that students will become life-long readers through: *Seasonal Book Displays *Virtual Library Lessons *Library Makerspace *Book talks *Special Contests/Events *Book Clubs (Virtual) *Reading/Library Promotions * Seasonal Celebrations (Virtual) * Author's Visits (Virtual /Face to Face) *District Events and Initiatives Strategy's Expected Result/Impact: Increase of well-rounded and diverse reading selections for all students. Increase in student library usage from low and reluctant readers. Increased library circulation. Update library collection by purchasing new books and weeding outdated material. Staff Responsible for Monitoring: Campus Library Staff District Library Staff Teachers Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

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

Strategy 4 Details	Reviews			
Strategy 4: Promote Reading with the use of events, such as: *Seasonal and National Literacy Celebrations *Book Fair-Scholastic *Reading Rockstars *World Read Aloud Event *National Library Week, * Read Across America, *Hour of Code *Weslaco Children's Book Week, * Author Visits *Campus Literacy Night *Texas Bluebonnet Celebration Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books. Provide teachers and students with fixed and flexible schedules. Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores Staff Responsible for Monitoring: Campus Library Staff Teachers Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Purchase the following technology and technology resources for instructional purposes: Writing Tablets (PK -3rd) Fujitsu Scanners Chromebooks and Cart Macbook Surface Pros Desktops Laptops Toner Other technology-related items Adaptors Document Cameras Poster Machine and Supplies Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making them accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts. Staff Responsible for Monitoring: Campus Administrators Teachers Campus Secretary Librarian Campus Technology Coordinator Title I: 2.4, 2.6 Funding Sources: - 164 - State Comp. Ed. [SCE] - 164 - \$69,944	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: By May 2025, all identified SPED students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement accommodations to assist eligible students in math,reading and writing. Strategy's Expected Result/Impact: Improved Math, Reading, and Writing scores on Benchmarks, Six Weeks' Progress Reports, IEPS Goals, Progress Monitoring, walk-throughs, T-TESS and STAAR. Staff Responsible for Monitoring: Campus Administration Classroom Teacher Resource Teacher Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide and implement staff development on instructional strategies to assist in math, reading and writing for Special Education Teachers. * Region One Trainings * IEP Training, Accommodations * STAAR /STAAR ALT Training * MTA DYSLEXIA Strategy's Expected Result/Impact: Improved Math, Reading and Writing scores on Benchmarks, NWEA, Istation,Six Weeks' Progress Reports, Progress Monitorig, Walk- throughs, T-TESS and STAAR. Staff Responsible for Monitoring: Campus Administrators Special Ed. Teachers Special Ed Department Campus Secretary Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Identify SPED students by grade level to evaluate low performance level indicators and develop strategies that increase student performance. Strategy's Expected Result/Impact: Increase of student performance on state assessment or any other instructional program implemented. Staff Responsible for Monitoring: Campus Administration ARD Committees SPED Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: 70% of P.F.C. Mario Ybarra students and staff will complete Internet Safety training using the Learning.com curriculum. Strategy's Expected Result/Impact: Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc. behaviors. Family and Community engagement with digital citizenship conversations at home. Staff Responsible for Monitoring: Campus Administration ITC Teachers Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Support teachers with implementing technology material from the Innovative Teaching Day in August 2024 and all other technology initiatives. Strategy's Expected Result/Impact: Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Staff Responsible for Monitoring: Campus Administration Teachers District Technology Coordinator ITC Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 85% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and the community in this survey. Strategy's Expected Result/Impact: Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility. Staff Responsible for Monitoring: Director of Instructional Technology Campus Administration Teachers IDC Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Purchase the following technology and technology resources for instructional purposes. Writing Tablet Fugitsu Scanner Chromebooks and Cart Macbook Surface Pro's Desktops Laptops Toner Other technology-related items Poster Machine and Supplies Strategy's Expected Result/Impact: Increased student success. Model letter formation and phonemic blending, syllabication. Model note-taking process, and electronic journals for Math, Reading, Science and Social Studies. Note-taking systems transfer the student's work to print, allowing students to edit, publish on paper. Scan materials to create teaching tools and references for all core subjects making it accessible to all students. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships. Posters are a convenient way for both students and teachers to help students understand the topics a lot faster. Students are able to visually represent the key points and while presenting elaborate on the same which facilitates their retention and recall of events and facts. Staff Responsible for Monitoring: Campus Administration Teachers Campus Secretary Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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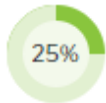
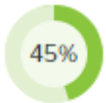
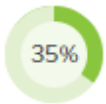
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Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- EXCEPTIONAL COMMUNITY SERVICE, OPEN COMMUNICATION, AND POSITIVE COLLABORATION FOR STUDENT SUCCESS

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

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

Strategy 1 Details	Reviews			
Strategy 1: PFC Mario Ybarra Elementary will provide resources and establish partnerships that meet the needs of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair) Strategy's Expected Result/Impact: When parents are engaged and participates in campus activities Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers Title I: 4.1, 4.2 Funding Sources: - 211 - Title I, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation. Strategy's Expected Result/Impact: When parents are engaged and participate with campus events / activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony Staff Responsible for Monitoring: Parental Involvement Director Campus Principal & Administration Community Aide Title I: 4.2 Funding Sources: - 211 - Title I, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide curriculum-aligned parent training and resources on effective instructional strategies to use at home. Strategy's Expected Result/Impact: When parents are engaged and participates in campus activities. Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers Title I: 4.2 Funding Sources: - 211 - Title I, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Utilize all forms of contact with parents through phone calls, email, parent-teacher conferences, school messenger, KWES, and social media (Facebook). Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/ activities student achievement increases. Children whose parents are more motivated to learn are more successful in school. Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers Title I: 4.2 Funding Sources: - 211 - Title I, Part A - \$21,117	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Hold parent meetings and campus events to inform and build relationships with parents. (i.e. STAAR meeting, Book Fairs, Literacy Night, Classroom activities) Involve the community in the annual Fall Festival, Leadership Day, Literacy Night, and other campus activities. Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/ activities student achievement increases. Children whose parents are more motivated to learn are more successful in school. Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify

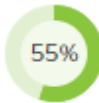


Discontinue

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

Performance Objective 1: All students will be taught by highly qualified and state-certified teachers who will receive rigorous and relevant professional development opportunities.

Evaluation Data Sources: Eduphoria and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading and language proficiency. (i.e. TEKS Resource System, SAVVAS, SIPPS, and iReady) Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers Language Arts Strategists Bilingual Director Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Create more fundraising opportunities for students to offset our budget and communicate finances and earnings with staff and parents.

Evaluation Data Sources: collection receipts, bank account balances, district account balances

Strategy 1 Details	Reviews			
Strategy 1: VIP Pick Up Lane Fundraiser allows parents to bid for a slot in our rapid pickup lane. Strategy's Expected Result/Impact: Parents will donate to be eligible to receive the VIP service and eliminate the need to wait in the regular pick up lane. Staff Responsible for Monitoring: Assistant Principal SpEd Assistants Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Mario Ybarra Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

Personnel for Mario Ybarra Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelica Ayala	first grade	1
Angelina Jackson	Instructional Coach	1
Idalia Pena-Rios	Instructional Aide	1
Juanita Lopez	Teacher PK	0.5
Sandy Gonzalez	Counselor Clerk	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Izaguirre	Teacher Class Size Reduction	Title II Part A	1
Diana R. Ramos	Nurses Aide	Title I Part A	1
Jessica Barrera	Computer Lab Aide	Title I Part A	1
Ruth Vallejo	Community Aide	Title I Part A	1
Tim R. Thompson	Media Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Yuri Hernandez	Library Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4	Quotes to Purchase	164	\$0.00
1	1	6			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	6		164	\$0.00
1	2	7			\$0.00
1	3	6		164	\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	6	6		164	\$69,944.00
Sub-Total					\$69,944.00
Budgeted Fund Source Amount					\$316,963.00
+/- Difference					\$247,019.00
Grand Total Budgeted					\$316,963.00
Grand Total Spent					\$69,944.00
+/- Difference					\$247,019.00

Addendums

PFC Mario YBARRA STAAR Results

3rd Grade Reading

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

3rd Grade Math

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

4th Grade Reading

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

4th Grade Math

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

4th Grade Writing

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

5th Grade Reading

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

5th Grade Math

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

5th Grade Science

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



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Dropouts
- Special Program Participation
- Teacher-Student Ratios

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

● Attendance Reports	●
● Enrollment Counts	●
● TAPR Report	●
● Teacher-Student Ratios	●
●	●
●	●

See page 23 of the guide for probing questions related to Demographics.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher-Student Ratios 3-5
- Community Involvement
- Student Clubs
- Mentorship
-
-
-
-
-
-
-

Needs

- Mobility rate
- Attendance
- Bilingual and SPED students academic achievement
-
-
-
-
-
-
-

Summary of Needs

- The high mobility rate of students needs to be reduced. Student attendance is poor and often falls among
- the lowest in the district. Bilingual and special education students consistently perform lower than their
- peers in the STAAR assessment.
-
-



Prioritization Tool



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Types:

- Advanced Course/Dual Enrollment Data
- College, Career, and Military Readiness (CCMR)
- College Entrance Exams
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Course/Class Grades
- Graduation Plan Types
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Results Driven Accountability (RDA)
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Assessment Data
- State and Local Student Assessment Data Tables
- Texas English Language Proficiency Assessment System (TELPAS) Results
- Texas Success Initiative (TSI) Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---------------------|-----------------|
| • NWEA Map Testing | • STAAR Results |
| • iStation Data | • _____ |
| • SIPPS Assessments | • _____ |
| • iReady Data | • _____ |
| • Imagine Math Data | • _____ |

See page 24 of the guide for probing questions related to Student Achievement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- K-2 Letter Knowledge & Sounds

- K-2 Number and Operations

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- K-2 Phonemic Awareness

- 1-3 Text Fluency

- 2-5 Reading Comprehension

- 3-5 Mathematics Problem Solving

- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- We need to improve our foundational reading skills in the K-2 classrooms and target reading comprehension in the

- 2nd -5th grade classrooms. Our students need improvement in text fluency and reading comprehension as well as

- assistance in mathematics problem solving.



Prioritization Tool



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|-------------------|---------|
| • Panorama Survey | • _____ |
| • Focus Groups | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

See page 25 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Supportive Relationships 89% (students)
- Sense of Belonging 77% (students)
- School Safety 72% (students)
- Staff Leadership Relationships 88% (staff)
-
-
-
-
-
-
-

Needs

- Emotional Regulation (Students)
- Increase School Climate (Students & Staff)
- Faculty Growth Mindset
-
-
-
-
-
-
-
-

Summary of Needs

- Our students need assistance in regulating their emotions. We plan to utilize SEL lessons to promote student self
- emotional regulation. Another goal is to increase student and staff morale. Our faculty members also need
- support in developing a growth mindset.



Prioritization Tool



Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Course/Class Completion, Grades, and Other Data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Recruitment and Retention Rates and Other Data
- Special Program Qualifications (Bilingual/ESL, Special Education, etc.)
- Staff Mobility/Stability
- Teacher Certification/Qualification Data
- Teacher-Student Ratios
- Texas Teacher Evaluation & Support System (T-TESS) and other Staff Effectiveness Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|----------------------------|---------|
| • TTESS Results | • _____ |
| • Teacher-Student Ratios | • _____ |
| • Teacher Certifications | • _____ |
| • Student Performance Data | • _____ |
| • _____ | • _____ |

See page 26 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Veteran Teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Higher performing teachers in the foundational grade-levels
- Teachers with proper certifications
- Lower Teacher-Student Ratios
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Our teachers need to be moved due to varying student counts in each grade level. We have teachers without proper
- certifications whose placement also needs an adjustment. Due to student performance levels and TTESS results, we
- have some teachers who require new grade level placements to assist our campus in improving student achievement.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Curriculum, Instruction, and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Types:

- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Enrichment Course/Class Materials
- Foundation Course/Class Materials
- High-Yield Strategies
- Instructional Design/Delivery
- Lesson Study/Delivery Process
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Standards-Based Curriculum Resources
- Student Misconceptions
- Student-Specific/Differentiated Strategies and
- Technology

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|---------------------|------------------------|
| • iReady Pathway | • District Benchmarks |
| • iReady Diagnostic | • TEKS Resource System |
| • Imagine Math | • _____ |
| • Istation | • _____ |
| • SAVVAS Curriculum | • _____ |
| • _____ | • _____ |

See page 27 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Letter Knowledge

•

TEKS Alignment

•

Numbers and Operations K-2

•

•

•

•

•

•

•

•

Needs

Vocabulary Instruction

•

Fluency

•

Math - small group instruction

•

Reading Comprehension 1-5

•

Homework that targets skill of the week

•

•

•

•

•

•

Summary of Needs

- Students are not grasping Tier 2 and 3 vocabulary words. We need to visit instructional design and delivery for
- vocabulary lessons and ensure best practices are taking place in the classroom. Fluency needs to be
- monitored on a more consistent basis. Small group instruction needs to take place in the math classrooms
- in grades 1-5. Instruction lacks effective intervention for reading comprehension, as data shows many students
- lack on-level reading comprehension. Homework assignments in PK-2 need to be more strategic and purposeful
- to target phonics and weekly literacy skill.



Prioritization Tool



Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Types:

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|--|---------|
| ● <u>Demographic Report</u> | ● _____ |
| ● <u>DRS Forms</u> | ● _____ |
| ● <u>Parental Monthly Meetings Participation</u> | ● _____ |
| ● <u>Parent Volunteer Information</u> | ● _____ |
| ● <u>Registration/Withdrawal Records</u> | ● _____ |

See page 28 of the guide for probing questions related to Parent, Family & Community Engagement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Parent Volunteer Program
- Parent Conferences
- Social Media
- Class Dojo
- Community Events
-
-
-
-
-
-

Needs

- Lessen high mobility
- More parent Volunteers
- Parent Monthly Meetings
- Increase Community Partnerships
-
-
-
-
-
-

Summary of Needs

- We need to reduce the mobility of our families. We need to have monthly parent meetings to keep parents
- informed and hopefully increase parent involvement. Increasing community partnerships could be
- beneficial to our campus. We need to have more campus activities that encourage parent and community
- participation.



Prioritization Tool



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Types:

- Communication: Formal and Informal
- Decision-Making Processes
- Duty Rosters
- Leadership: Formal and Informal
- Master Schedule
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- School Map and Physical Environment
- School Structure (Teaming, Looping, etc.)
- Supervision Structure
- Support Structures: Mentor Teachers

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded.
- Author Unknown

List the actual data sources reviewed below.

• Duty Rosters	• _____
• Master Schedule	• _____
• Student Schedule	• _____
• Support Services	• _____
• _____	• _____
• _____	• _____

See page 29 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Sunday Shout-outs
- Counselor and Library time during PLC
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Updated duty posters in cafeteria and hallways
- 2nd grade departmentalization
- Increase parental involvement
- Celebrate student achievements more often
- Equitable elective rotation schedule
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- The campus needs to display updated weekly posters of events and celebrations in the
- cafeteria and hallways. It may be beneficial for 2nd to departmentalize. The campus
- needs to increase parental involvement. Student academic, athletic and personal
- achievements should be recognized more often via morning announcement and/or
- social media platforms. Master Schedule for PLC day needs to include all classes in the
- library and counselor rotation.



Prioritization Tool



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- Classroom Technology Needs by Area, Class, Department, etc.
- Leadership and Administrative Support Structures for Technology Implementation
- Professional Development/Teacher Preparation Needs in Technology
- Resource Allocations
- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.
- Technology Plan
- Technology Policies and Procedures

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|---|---------|
| ● Destiny Inventory | ● _____ |
| ● Classroom Observation | ● _____ |
| ● Professional Development Sign-in sheets | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

See page 30 of the guide for probing questions related to Technology.

Findings/Analyses

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- One to One student device ratio
- Multiple online resources available
-
-
-
-
-
-
-
-

Needs

- Provide collaborative opportunities within the classroom lessons
- Connect the lesson to real-world problems
- Plan and utilize technology for small group instruction
- Provide more staff development to strengthen teacher technology skills
-
-
-
-
-
-

Summary of Needs

- Moving into next year, we plan to have teachers use technology devices to provide collaborative learning opportunities for students. Our goal is to have teachers connect the lessons to real-world problems and
- utilize technology resources to research and solve issues. We intend to use technology and all
- online platforms to provide opportunities for students to learn in a small group setting. We will also provide
- our staff members with opportunities to strengthen their technological skills.

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: 2023-2024
LEA: Weslaco Independent School District
Campus Name: Ybarra Elementary
Step 1 Meeting Date: 5/14/24
Progress Checkpoint 1 Due: 5/17/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: Marina Hinojosa/Assistant Principal/Chairperson

COMMITTEE MEMBER NAME	ROLE
Monica Rodriguez	Teacher/Member
Deborah Kromer	Teacher/Member
Delilah Whitaker	Teacher/Member
Lizette Martinez	Teacher/Member
Dori Rodriguez	Teacher/Member
Esmer Casares	Teacher/Member
Cynthia Balderas	Librarian/Member
Idalia Pena-Rios	Instructional Aide/Member
Ruth Vallejo	Parent Liaison/Member
Amy Barrera	Parent/Member

Step 1: Review the purpose and outcomes for conducting the CCNA

Below are some questions to consider. Responses will vary per campus/LEA.

What do we want to accomplish with this process?
Our goal is to collaboratively review our strengths and weaknesses as a campus and determine appropriate goals for the upcoming school year.
How will we ensure that it's a process, not an event?
We will meet regularly to discuss our progress in each assigned area, maintaining collaboration and communication throughout the year.
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
We have our parent liaison on our committee and a parent, who can help provide ideas for increasing our involvement with all stakeholders.
How will we share the purpose and outcomes with those involved?
We will share our goals with staff, students, parents, and the community through our website and social media outlets. Information will also be sent home in flyers and through Class Dojo digital communication.
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
Our short-term timeline is to determine appropriate goals for overall campus improvement. Our long-term goal is to monitor progress throughout the upcoming year and make necessary adjustments to reach our goals.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Any data reviewed for the sake of this committee and its purposes will be kept confidential. All committee members will receive regular reminders to ensure FERPA violations do not occur.

Step 1 Future Meeting Dates:

5/17/24

Step 2: Campus Leadership Committee Agenda and Meeting Minutes Template

School Year: 2023 - 2024
LEA: Weslaco Independent School District
Campus Name: PFC Mario Ybarra Elementary
Step 2 Meeting Date: 5/17/24
Progress Checkpoint 2 Due: 5/27/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: Marina Hinojosa/Assistant Principal/Chairperson

COMMITTEE MEMBER NAME	ROLE
Myra Hough	Counselor
Angie Jackson	Instructional Coach
Idalia Pena Rios	Paraprofessional
Cynthia Balderas	Librarian
Esmer Casares	Teacher

Step 2: Establish focus area committees for each area of the CCNA.

Below are some questions to consider. Responses will vary per campus/LEA.

Is there a committee or team with expertise in any of the areas?
Yes, our team has expertise in each area of the prioritization tool. We formed the subcommittees to ensure that someone with expertise would oversee each area addressed.
If not, which staff members will make the greatest contribution to the committee or team?
n/a
How will team members be recruited, selected, and potentially replaced?
Team members were selected based on their knowledge and expertise in the different components of the campus.
How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
Our team is made up of teachers, parents, para professionals, support staff, and administration.
Which team member is best suited to lead and facilitate individual teams?
Several members have been chosen to lead subcommittees due to their individual strengths and expertise.
How do we ensure that the team lead is skilled in adult learning, including group facilitation, consensus building, leading conversations regarding data analysis?
All team leaders have been chosen due to their success in dealing with colleagues and other adult learners. They are positive, motivating, and have excellent data analysis skills.
How will coordination among committees occur?
Subcommittees will meet to work on each section they are assigned and will collaborate as needed to gain consensus on what our campus should prioritize for the upcoming school year.

Complete all CCNA leadership committee assignments, and fill out the committee assignment forms.

Step 2 Future Meeting Dates:

5/27

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: 2023-2024
LEA: Weslaco ISD
Campus Name: Ybarra Elementary
Step 5 Meeting Date: 5/17/24
Progress Checkpoint 5 Due: 5/27/24

CCNA Focus Area:

- | | |
|--|--|
| ☒ Demographics | ☒ Student Achievement |
| ☒ School Culture & Climate | ☒ Staff Quality, Recruitment and Retention |
| ☒ Curriculum, Instruction and Assessment | ☒ Parent, Family & Community Engagement |
| ☒ School Context and Organization | ☒ Technology |

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

Marina Hinojosa/Assistant Principal/Chairperson

COMMITTEE MEMBER NAME	ROLE
Angie Jackson	IC
Myra Hough	Counselor
Cynthia Balderas	Librarian
Monica Rodriguez	Teacher
Delilah Whitaker	Teacher
Dori Rodriguez	Teacher
Esmer Casares	Teacher
Ruth Vallejo	Parent Specialist

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
Our findings consist of placing an emphasis on the foundational reading skills, increasing our parental and community involvement, and boosting student and staff morale on campus.
How are the findings reflected in summary statements?
Each section has it's own description on what we plan to work on for the upcoming school year.
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
CCNA strengths are intended to continue and potentially improve. We hope to build on what we are currently doing well.
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
The needs are outlined in each section and we plan to monitor our growth in these areas to ensure that student outcomes improve.
How do priorities and needs correlate with justifications for ESSA program expenditures?
All priorities and needs will be added to our SAIP so that we are in compliance with any ESSA expenditures that arise throughout the school year.

Step 5 Future Meeting Dates:

5/27/24 _____

Committee Self-Assessment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/17/24

LEA Name: Weslaco ISD

Campus Name: Ybarra Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?

It was most beneficial to split up into subcommittees and gain feedback from one another in a small group setting. Committee members felt comfortable with collaborating in a smaller group.

What might we improve and how?

We can improve by consistently monitoring our progress toward our goals and modify and adjust as needed throughout the year.

How is our organization better as a result of this process?

Our organization will be better because all stakeholders will come together to work toward a common goal, improving student outcomes, and thus, building relationships and morale.

CCNA Focus Area:

- | | |
|--|--|
| ☒ Demographics | ☒ Student Achievement |
| ☒ School Culture & Climate | ☒ Staff Quality, Recruitment and Retention |
| ☒ Curriculum, Instruction and Assessment | ☒ Parent, Family & Community Engagement |
| ☒ School Context and Organization | ☒ Technology |

NAME	ROLE	SIGNATURE
Myra Hough	Counselor	
Cynthia Balderas	Librarian	
Angie Jackson	IC	

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA:

Weslaco Independent School District

Campus Name:

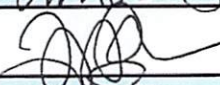
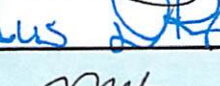
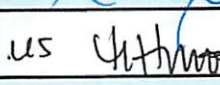
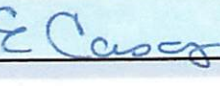
PFC Mario Ybarra Elementary

Meeting Location:

Library

Meeting Date:

5/14/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Angie Jackson	Instructional Coach	ajackson@wisd.us	
Cynthia Baldera	Librarian	cbalderas@wisd.us	C. Balderas
Idalia Pena-Rios	Para	idpena@wisd.us	
Lizette Martin	Teacher	lmartin@wisd.us	L. Martin
M. Rodriguez	teacher	mrodriguez	
D. Whitaker	Teacher	dwhitaker@wisd.us	
D. Kramer	teacher	dkramer@wisd.us	
Myra Hough	Counselor	mrough@wisd.us	M. Hough
D. Izaguirre	Teacher	dizaguirre@	
D. Rodriguez	Teacher	dorodrigue	
Amy Barrera	Parent	amy.88.12@yahoo.com	
Ruth Vallejo	Parent Specialist	rvallejo@wisd.us	
Marina Hinojosa	Asst. Principal	marflor@wisd.us	
Esmer Casas			

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA:

Weslaco ISD

Campus Name:

Ybarra Elementary

Meeting Location:

Library

Meeting Date:

5/17/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Myra Hough	Counselor	mrough@wisd.us	M. Hough
Angie Jackson	Instructional Coach	ajackson@wisd.us	A. Jackson
Idalia Perez-Rios	Paraprofessional	idperez@wisd.us	Idalia Perez-Rios
Cynthia Balderas	Librarian	csbalderas@wisd.us	C. Balderas
Esmer Casares	Teacher	ecasares	E. Casares