Weslaco Independent School District

A.N. Rico Elementary

2025-2026 Campus Improvement Plan

Mission Statement

We are the Rico Rockets!!! We all belong...we all learn...we all lead to SUCCEED!

Vision

Rico Elementary will provide a positive learning environment where students feel they can achieve GREATNESS.

Value Statement

We will operate together as a learning community by demonstrating:

- Mutual Respect
- Respectful Listening
- Collaboration
- Cooperation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school is named after Antonio Noe "Tony" Rico, the former Weslaco Independent School District superintendent who served from 1974 to 1990. A. N. (Tony) Rico Elementary School was opened in the fall of 1994 and celebrated its grand opening in the spring of 1995 with the appearance of Vice-President Al Gore and his Yale college roommate, actor Tommy Lee Jones. Rico serves a largely rural area of northeast Weslaco, Texas, where pre-kinder 3 year olds through fifth-grade students enjoy all the amenities of an excellent education.

At A.N. (Tony) Rico Elementary, our students and staff participate in year-long events such as The Leader in Me, Cultural Celebrations, Veterans Day, America Goes Back to School, Literacy Night, and other school-wide events that promote citizenship. The students at Rico Elementary obtain a Balanced Literacy curriculum in reading that develops our students' reading ability. We offer students the opportunity to flourish in their language domains through the subject core areas of reading, writing, math, social studies, and science. We offer our students the choice of participating in QUEST (through qualification), UIL, Kindness Club, Crochet Club, School of Rock, Book Club, Cheer Team (through try-outs), and ACE. All of our Rico Rockets are required to meet the state passing standard for the State of Texas Assessments for Academic Readiness (STAAR) in all subject areas.

A.N. (Tony) Rico Elementary is 8 miles north of the Mexican Border. Rico's population of 2024-2025 was 800 students, of which 99.2% are Hispanic. Of those students, 90% are Economically Disadvantaged, and 85% are at Risk. Other demographic information includes 34% Emerging Bilinguals, 19% Special Education, 4% Gifted and Talented, and 1.6% Migrants.

A.N. (Tony) Rico Elementary is in its 6th year as a Leader-in-Me School. A.N. (Tony) Rico Elementary is a Leader-in-Me Lighthouse School where the principal, school administration, and staff engage in leaders' ongoing learning and development. As a school-wide initiative, students and staff practice and model the 7 Habits of Happy Kids daily. These 7 Habits are visible and are demonstrated to our students through our hallways and lessons, maintaining Rico Elementary as a Lighthouse School. Upon entering our campus, our vision and mission statements are clearly posted. Visitors will also see several bulletin boards that exemplify the 7 Habits.

We have 44 classroom teachers, 13 other professional staff, and 14 paraprofessional staff.

According to the most recent 2023-2024 TAPR Report, the student enrollment was 819, and the mobility rate was 17.2%. Teachers serving A. N. (Tony) Rico Elementary School are 94.8% Hispanic, 1-5 years teachers account for 5.7%, teachers with 6-10 years experience account for 18%, 11-20 years account for 23.9% of teachers, 21-30 years account for 47.1%, and teachers with over 30 years experience account for 5.2%. The average years of overall experience are 19.3 years, while the average years of experience within the district are 17 years, 35.5% of A. N. (Tony) Rico Elementary School teachers hold a Bachelor's degree, and 9% hold a Master's degree.

Demographics Strengths

- Distinction Designation Earned in Science for the 2015-2016, 2016-2017 & 2017-2018, 2018-2019, 2021-2022 school years.
- Distinction Designation Earned in Postsecondary Readiness for the 2017-2018 school year.
- A. N. (Tony) Rico Elementary School: B-Rated School 2023-2024
- A. N. (Tony) Rico Elementary School: B-Rated School 2024-2025

- A. N. (Tony) Rico Elementary School is a Leader In Me campus beginning its Seventh year of implementation.
- A.N. (Tony) Rico Elementary School is a Lighthouse School in its fourth year of being recognized.
- A. N. (Tony) Rico Elementary School will continue to integrate technology. (Blended Learning)
- A. N. (Tony) Rico Elementary School has increased the number of bilingual certified teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1: Rico is not meeting attendance by 97%.
Root Cause: Parents and students do not make attending school regularly a priority.

Problem Statement 2: Rico needs to ensure Special Ed ARDs are completed and locked in SuccessEd within the required time frames
Root Cause: Special Education teachers leave the ARD forms in SuccessEd without locking them

Student Learning

Student Learning Summary

Campus administrators, teachers, and counselors evaluate student achievement data by generating state testing results utilizing the state accountability system and our district data software, Eduphoria Aware. In collaboration with the team administrators, teachers, and counselors, our team convenes into groups to evaluate student data and determine areas in need of improvement, areas of strength, and areas that remain stagnant. The desegregation of the data is then evaluated to determine and identify areas of concern. The committees then develop a plan of action.

HIGH PRIORITY AREAS. The Closing the Gaps domain uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

2025 Accountability Ratings Overall Summary- B (80)

Accountability Data Summary

Domain 1 - Student Achievement - STAAR Performance C (72)

Domain II- Part A - Academic Growth - C (75)

Domain II- Part B - Relative Performance - B (81)

Domain III - Closing the Gaps - C (75)

2024 Accountability Ratings Overall Summary- B (82)

Accountability Data Summary

Domain 1 - Student Achievement - STAAR Performance C (73)

Domain II- Part A - Academic Growth - B (80)

Domain II- Part B - Relative Performance - B (82)

Domain III - Closing the Gaps - B (82)

2023 Accountability Ratings Overall Summary- C (79)

Accountability Data Summary

Domain 1 - Student Achievement - STAAR Performance D (69)

Domain II- Part A - Academic Growth - B (80)

Domain II- Part B - Relative Performance - C (75)

Domain III - Closing the Gaps - C (76)

2022 Accountability Ratings Overall Summary- B (89)

Accountability Data Summary

Domain 1 - Student Achievement - STAAR Performance C (73)

Domain II- Part A - Academic Growth - A (95)

Domain II- Part B - Relative Performance - B (82)

Domain III - Closing the Gaps - C (75)

2021 Accountability Ratings Overall Summary- Not Rated: Declared State of Disaster

Accountability Data Summary are:

Domain 1 - Student Achievement - STAAR Performance 17

Domain II- Part A - Academic Growth - N/A.

Domain II- Part B - Relative Performance - 17.

Domain III - Closing the Gaps - English Proficiency Status 100%

% Participation (All Tests) - 50%

2020 Accountability Ratings Overall Summary-

Accountability Data Summary are:

Domain 1 - Student Achievement - Our scaled score equaled to 77.

Domain II, Part A - Academic Growth - Our scaled score equaled to 83.

Domain II, Part B - Relative Performance - Our scaled score equaled to 85.

Domain III - Closing the Gaps - Our scaled score equaled to 77. Our overall STAAR test results are shown below for 2019- 2020 are:

A.N (Tony) Rico Elementary School earned a "MET STANDARD" rating.

MET STANDARD - B RATING SCHOOL (80)

ALL SUBJECTS	APPROACHES	MEETS	MASTERS
3rd Reading	78%	31%	16%
3rd Math	86%	61%	26%
4th Reading	70%	34%	19%
4th Math	68%	32%	20%
4th Writing	58%	30%	6%
5th Reading	93%	57%	26%
5th Math	93%	61%	36%
5th Science	85%	64%	33%

Student Learning Strengths

1. A.N. (Tony) Rico Elementary School received Distinction Designation in Science and Distinction Designation in Postsecondary Readiness.

2. A.N. (Tony) Rico Elementary School is a Leader in Me Campus beginning its seventh year of implementation.

3. A.N. (Tony) Rico Elementary School is a Lighthouse Campus in its second year.

3. A.N. (Tony) Rico Elementary has implemented Integration of Technology (Blended Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We did not meet Reading target for all students on closing the gap.
Root Cause: Teachers need to continue vertical alignment meetings to review TEKS and plan purposeful activities.

Problem Statement 2: Approximately 41% of students (1st-5th grade) are reading below level.
Root Cause: Teachers need to be able to work in small group and 1:1 to increase reading levels and implement the SIPPS program K-3rd-grade.

Problem Statement 3: Rico is not meeting attendance by 97%.
Root Cause: Parents and students do not make attending school regularly a priority.

Problem Statement 4: Utilizing and implementing High-Quality Instructional materials with fidelity which directly correlates to systematic and explicit instruction and internalize lesson plans.
Root Cause: Lesson planning, vertical alignment huddles, and professional development.

School Processes & Programs

School Processes & Programs Summary

At AN (Tony) Rico, our campus met the requirements to earn a "B" rating with an 80 overall scale score. We are continuing Vertical Alignment teams during staff meetings. The vertical alignment team will collaborate among grade levels and content areas. With the use of the TEKS Resource System, Bluebonnet Math, and the district's curriculum guides, our teachers will internalize lesson plans and differentiate instruction. Our Differentiated Instruction will help our teachers adjust lessons to meet all students' needs, promoting academic growth in our students. Our teachers will utilize programs and data that they provide to plan and implement targeted and intentional instruction to differentiate and meet the needs of our Special Population Students and Regular Students.

School Processes & Programs Strengths

Strengths

1. TEKS Resource System
2. Differentiated Vertical Alignment Teams by Content Area
3. RTI Implementation for 1st- 5th
4. Data Tracking by using color bands and WIGs
5. Instructional Technology Coach
6. Teachers attend District PLC's
7. Accelerated Learning Extended Day Program
8. Virtual Learning
9. Bilingual Enrichment After School Program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A.N. (Tony) Rico's attendance was below our goal of 97% for the 2022-2023 school year.
Root Cause: A.N. (Tony) Rico students are missing our instruction due their excessive absences.

Problem Statement 2: There is a need for purposeful planning grade level planning among PK-5th teachers in order to differentiate instruction for students.
Root Cause: Teachers lack time for meet with their team to plan purposeful lessons.

Problem Statement 3: Rico is not meeting attendance by 97%.
Root Cause: Parents and students do not make attending school regularly a priority.

Perceptions

Perceptions Summary

A.N. "Tony" Rico Elementary's school culture and climate, along with family and community engagement, is overall a positive and supportive school with the capacity for growth. Our Leader in Me program allowed for various family and community involvement throughout the year. Our students had many activities to celebrate positive leadership, citizenship, academics and behavior. Our students were enthusiastic and eager to attend every day and learn. Student discpline and attendance continues to be an area of need at our campus. Our students live the Seven Habits on a daily basis. We also need to continue to build relationships with parents to promote student success through a partnership.

Perceptions Strengths

1. Our campus provided various ways of communication; Newsletter, notes home, Facebook School page, Technology Platforms, and School Website. These allowed for parents and students to have frequent updates on school news, testing and events.

2. Our campus makes all available forms of communication in English and Spanish to reach our primary demographics of students and parents.

3. Parents and community involvement is evident throughout the year. We have provided events such as the Leader in Me Family Picnic, Literacy Night, Veteran's Day, Awards Assemblies, and our campus involvement in district and city functions as well.

4. Our student climate survey has shown that students feel positive about their school, classrooms, and teachers. They enjoy the Rico atmosphere and feel as they belong to the school.

5. Incentives for attendance, academic and leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Proactive Discipline - Continue Implementing the Leader In Me Habits and use of its language.
Root Cause: Lack of follow through with the Leader In Me Habits

Problem Statement 2: Low student attendance rate
Root Cause: Lack of teaching the importance of attending school everyday to parents/guardians and monitor by the school faculty.

Problem Statement 3: Rico is not meeting attendance by 97%.
Root Cause: Parents and students do not make attending school regularly a priority.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-Quality, innovative, technology-savvy programs

Performance Objective 1: Every class in Kindergarten through 5th Grade will achieve 97% in weekly attendance.

Evaluation Data Sources: Classroom Attendance trackers
School-wide goal/trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Leader in Me daily attendance trackers will be used by the classroom teachers, students' personal trackers, and Lead Measures Tracker. **Strategy's Expected Result/Impact:** Improved performance for all populations. 6 weeks assessments **Staff Responsible for Monitoring:** Classroom Teachers Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Individual classrooms will receive 15 minutes of free play for perfect attendance. The campus will award students' perfect attendance at the end of each six weeks and during Awards ceremonies. **Strategy's Expected Result/Impact:** Improved learning opportunities. **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Library Staff Elective Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will promote attendance with the SASI program (tier 2 intervention). **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Campus Administration Teacher Counselors Attendance Clerk **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-Quality, innovative, technology-savvy programs

Performance Objective 2: By Spring 2026 Rico Students will reach 90% Approaches, 60% Meets, and 30% Masters Performance on the Science, Reading, and Math STAAR Assessments.

Evaluation Data Sources: STAAR Results
Benchmark tests
Formative & Summative classroom assessments
Progress Learning
SIPPS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Meet with campus staff to review student data, progress monitoring, and effective instructional practices during PLC (campus and district). Data conversations, weekly PLCs, and aligned campus goals/grade level/student goals. **Strategy's Expected Result/Impact:** Improved performance for all population(s) on NWEA-MAP, common assessments, Benchmarks and STAAR. **Staff Responsible for Monitoring:** Campus Administration Teachers Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide resources, support, and additional staff development for grades PreK-5 to improve student performance. Provide staff development for teachers, paraprofessionals, and support staff such as: PLC- campus and district Develop/ Review Scope and Sequence & Curriculum Guides Education Galaxy SAAVAS adoptions SIPPS Accelerated Reading Manipulatives & Learning Materials No Red Ink Sirius Bluebonnet Math Three Cheers Scholastic On My Way SeeSaw Reflex Frax **Strategy's Expected Result/Impact:** Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Consultants Secretary **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment. **Strategy's Expected Result/Impact:** Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR **Staff Responsible for Monitoring:** District Administration Campus Administration Classroom Teachers Library Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of a Campus Science Fair for Kindergarten through 5th Grade to allow all students to create a Science Fair Project and prepare for the District Science Fair. **Strategy's Expected Result/Impact:** Improved performance for all population(s) on NWEA-MAP, Benchmarks and STAAR **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers Science Strategist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/ Sequence to maintain alignment to state statdards and assessments in order to meet federal and state mandate. **Strategy's Expected Result/Impact:** Improved learning opportunities. NWEA-MAP Benchmarks CLI TX-KEA Blended Learning (ASPIRE) Formative & Summative Assessments Bluebonnet Math **Staff Responsible for Monitoring:** Campus Administration Science Strategist Consultants **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize online resources and manipulatives to facilitate small group and individualized instruction opportunities for students (differentiating) to enhance individual needs. **Strategy's Expected Result/Impact:** Improve performance for students in the areas of Science, Math, Reading, and Social Studies. BOY, MOY, EOY Reading (Reading & Math) Formative & Summative Assessments NWEA-MAP Benchmarks STAAR Assessments CLI SummitK12 **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-Quality, innovative, technology-savvy programs

Performance Objective 3: A.N. (Tony) Rico will provide students with many opportunities to become aware of college, career, and military opportunities.

Evaluation Data Sources: Teacher and Student Surveys
Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue following college, career, and military Activities: -Career Day -University Visits For 4th & 5th Grade -University T-Shirt Day Every Thursday-3rd grade C.A.T.E. **Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and pursue a college degree or the military. **Staff Responsible for Monitoring:** Counselors Classroom Teachers Instructional Assistants **Title I:** 2.532 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to provide monthly lessons on college/ career/ military awareness in the classrooms: -Display University Pennants/ Banners - A.G.B.T.S. Scholarship Fund - WISD CCC Workbook **Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and aggressively pursue a college degree. **Staff Responsible for Monitoring:** Counselors Classroom Teachers Instructional Assistants **Title I:** 2.532 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue the following Drug Prevention Activities to work towards and ensure a drug-free and safe environment: -Red Ribbon Activities **Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and pursue a college degree or the military. **Staff Responsible for Monitoring:** Counselors Classroom Teachers Instructional Assistants **Title I:** 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Counseling Services, Social-Emotional Lessons, and Guidance Lessons for Kinder through 5th Grade Students. - Classroom presentations - Leader In Me Lessons - College, Career, Military Awareness Activities **Strategy's Expected Result/Impact:** All students will be motivated to successfully complete high school and aggressively pursue a college degree. **Staff Responsible for Monitoring:** Campus Administration Counselors Classroom Teachers Instructional Assistants **Title I:** 2.531 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS: High-Quality, innovative, technology-savvy programs

Performance Objective 4: By Spring 2026, all students will acquire Reading literacy and computer skills, increasing their effectiveness and efficiency of the information technology system and create a robust infrastructure to support student and staff learning in the classrooms, labs, and library to maximize the learning of all students and staff.

Evaluation Data Sources: STAAR Results
Surveys
Improve performance for students in the area of Reading, Math, Science, Social Studies, and Writing.
BOY- Diagnostic Assessments
NWEA-MAP (BOY, MOY, EOY)
Benchmarks
Six Weeks Report Card
TELPAS Results
STAAR Assessment 3rd- 5th Reading & Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Librarian will work with teachers to encourage Reading and increase student achievement through: *Accelerated Reading- AR (AR celebrations) & AR Recognitions *Leader In Me *Author Visits (in-person & virtual) *Library Programming *Library Classes *Flexible Scheduling for Library Classes *Book Rewards Vending Machine *Reading Field Trips *TX Bluebonnet Voting Events *H.E.B. Reads *Scholastic Book Fairs *Literacy Night Events *Curriculum Resources K-5th *Library Newsletter (every 6 weeks) *Book Club **Strategy's Expected Result/Impact:** STAAR Scores AR Points **Staff Responsible for Monitoring:** Campus Librarian Campus Administration Classroom Teachers IC **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Librarian will promote and purchase library books as the library budget permits: Destiny/Automated Catalog Book Lists- Thematic E-Book- Resources EPIC Mackinvia Online Resources Encyclopedia Brittanica Online AR and Goals Book Club RLA Teacher Resources Promote Book Displays **Strategy's Expected Result/Impact:** STAAR Scores AR Points **Staff Responsible for Monitoring:** Campus Librarian Campus Administration Classroom Teachers Math Teachers Recycling Instructional Assistants **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Part A, - 163 - State Special Education, - 165 - State Bilingual/ESL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: In order to create a 21st Century, future-ready library, the library will purchase furniture and technology to create a collaborative learning environment. **Strategy's Expected Result/Impact:** *support flexible scheduling and diverse learning experiences * create an inviting atmosphere of spaces for reading *use library resources for maker-space and collaborative learning **Staff Responsible for Monitoring:** Campus Librarian Campus Administration Classroom Teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase Digital literacy, Computer coding, Keyboarding/Typing Skills, Online safety, Critical thinking, and Design thinking through using Learning.com during computer class in the computer lab. **Strategy's Expected Result/Impact:** K-5th students' increase of computer skills **Staff Responsible for Monitoring:** District Administration Campus Administration Computer Lab Para-professional **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Positive Learning Environment: Safe, Secure, technology-rich schools and facilities

Performance Objective 1: Every class in Prek3 through 5th grade will learn the 8 Habits of Highly Effective Kids through the Leader in Me program

Evaluation Data Sources: student survey
staff survey
referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly LIM lessons, data trackers **Strategy's Expected Result/Impact:** Students and staff will treat each other with respect Students will learn positive behavior skills (learning to be leaders) **Staff Responsible for Monitoring:** Admin Teachers Instructional Assistants Auxilary Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Positive Learning Environment: Safe, Secure, technology-rich schools and facilities

Performance Objective 2: All teachers and staff will follow the Texas and WISD safety protocols.

Evaluation Data Sources: TEA visit
District visit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and staff will practice safety protocols, adhering to required drills, maintenance logs, and daily door checks/sweeps, and entering data into Sentinel. **Strategy's Expected Result/Impact:** Teachers, staff, and students will know how to respond to an emergency situation **Staff Responsible for Monitoring:** Admin Teachers Staff **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Positive Learning Environment: Safe, Secure, technology-rich schools and facilities

Performance Objective 3: Students and staff will implement and utilize effective technology and technology programs to increase student achievement.

Evaluation Data Sources: Teacher surveys
BOY/MOY/EOY assessments
STAAR assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and staff will monitor the use of academic programs to help them achieve their weekly academic goals. [No Red Ink, Education Galaxy, Sirius, Summit K12, Learning.com, Frax, Reflex Math, Seesaw] **Strategy's Expected Result/Impact:** Increase student academic achievement and performance **Staff Responsible for Monitoring:** District Administration Campus Administration Instructional Coach Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS: Superior customer service, positive communication, and collaboration for student success

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools by 10%.

Evaluation Data Sources: Annual Parent-Teacher-Student Surveys
Campus Six Weeks Reports
Parent Evaluations
Parent Advisory Council/Steering Committee
End of the Year Federal e-grant Application.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize all forms of contact with parents through phone calls, email, parent-teacher conferences, parent notes sent home, student calendar, school messenger, KWES, and social media (Facebook and Instagram). **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 Principal & Administration Grade Level Chairperson's Instructional Coach Librarian Community Liaison Campus Counselor ACE Coordinators **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide district-aligned parent training and resources on topics such as effective reading strategies, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology, and College/Career/ Military Exploration and Readiness. The goal is to maximize the impact of parental engagement. **Strategy's Expected Result/Impact:** When parents are aware and educated of the expectations required of their child(ren) the implementation will transition from school to home. For example, 7 Habits. **Staff Responsible for Monitoring:** Campus Principal & Administration Community Liaison Campus Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation. **Strategy's Expected Result/Impact:** Student achievement increases when parents are engaged and participate/ volunteer in campus events/activities. Parents will be rewarded throughout the year by attending the Region 1 conference and will be given special recognition at our end-of-the-year awards ceremony. **Staff Responsible for Monitoring:** Parental Involvement Office Staff Campus Principal & Administration Community Liaison				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure Title I Parental Program Meetings, Orientations for the Campus Administrators, Teachers, Staff and Parent Volunteers; on how parents can promote 21st Century Learning; success in school and home, to become college-career ready citizens. **Strategy's Expected Result/Impact:** When parents participate in meetings they will be provided with information on district and campus goals, expectations that promote 21st Century Learning and how to help their child be successful in school and at home. **Staff Responsible for Monitoring:** Campus Principal Administrators Community Liaison				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus events and meetings that promote parent involvement, students learning social skills in classrooms, and improve academic achievement. **Strategy's Expected Result/Impact:** Improve Social Skills, Well Rounded Students **Staff Responsible for Monitoring:** Campus administration, Teachers, Counselors **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS: Superior customer service, positive communication, and collaboration for student success

Performance Objective 2: Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

Evaluation Data Sources: Annual Health Fair, Sign-In's, Agendas, Parent Evaluations, Volunteer In place logs, principals reports and feedback from staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair. **Strategy's Expected Result/Impact:** When parents are aware of community resources and information they are able to seek assistance when needed. **Staff Responsible for Monitoring:** Administrators Campus Principal & Administration Community Liaison Campus Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness. **Strategy's Expected Result/Impact:** When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their postsecondary education. **Staff Responsible for Monitoring:** Campus Principal & Administration Community Liaison Campus Counselor				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT: Quality, customized professional development for all employees

Performance Objective 1: Campus PLCs will be implemented to provide time for teachers, support staff, and administration to review data and plan purposeful lessons to improve student outcomes.

Evaluation Data Sources: Data Conversations
NWEA MAP data
Formative & Summative assessment data
STAAR (4th & 5th)
CLI

Strategy 1 Details	Reviews			
Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: An increase in bilingual certified teachers: DI Fiesta Bilingual Workshops for teachers so they can pass bilingual exams **Staff Responsible for Monitoring:** Principal Bilingual Chairs Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers in grades PreK-5th grade and elective teachers will attend PLC meetings that support language arts, math, science, and social studies, physical education, and fine arts frameworks. Teachers will be provided with systems that give updates on the curriculum and enable them to implement the activities successfully. **Strategy's Expected Result/Impact:** Improve student performance. Improve performance for students in the area of Reading/Writing, Math, Science, Social Studies, Physical Education, Fine Arts Data Conversations Vertical Planning Unpacking the TEKS BOY/MOY/EOY- Diagnostic Assessments NWEA-MAP Benchmarks Six Weeks Report Card TELPAS Results STAAR Assessment 3rd- 5th Reading SummitK12 Bluebonnet Math **Staff Responsible for Monitoring:** Administration Teachers District Content Strategists **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers in 1st & 2nd Grade will attend blended learning training. **Strategy's Expected Result/Impact:** Integration of technology/Blended Learning **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT: Quality, customized professional development for all employees

Performance Objective 2: All students will be taught by highly qualified/state-certified teachers who will continue to improve their craft through professional development opportunities.

Evaluation Data Sources: Eduphoria and sign-in sheets
Student Growth & Achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentors and induction training for new teachers, including Leader in Me training. **Strategy's Expected Result/Impact:** Mentor assignments and mentor feedback. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will receive staff development opportunities and resources in various content areas, such as Math, Writing, Reading, Science, Social Studies, Leader In Me, and NWEA/MAP Testing, CLI, Three Cheers, Scholastic On My Way, P.E., and Fine Arts. **Strategy's Expected Result/Impact:** Increase teacher communication/instruction to grow students academically and socially/emotionally. **Staff Responsible for Monitoring:** Admin Teachers Bilingual Chair **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as support with ELPS, and include non-bilingual teachers to attend the DI Fiesta. **Strategy's Expected Result/Impact:** An increase in bilingual certified teachers. **Staff Responsible for Monitoring:** Admin Teachers Bilingual Chairs **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: FINANCIAL STRENGTH: Responsible planning, management, and accountability

State Compensatory

Budget for A.N. Rico Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 13
Brief Description of SCE Services and/or Programs

Personnel for A.N. Rico Elementary

Name	Position	FTE
Alexis Garza	Teacher PK	0.5
Azenth Olvera	Instructional Aide	1
Bianca Chavez	Instructional Aide	1
Brittany Rios	Computer Lab aid	1
Clarissa Tamez	Instructional Aide	1
Elda Rodriguez	Instructional Aide	1
Gloria Rodriguez	Instructional Aide	1
Juan Rodriguez	Teacher PK	0.5
Judith Sierra	LPC	1
Julissa Ramirez	Teacher PK	0.5
Katrina Mata	Instructional Aide	1
Marisa Trevino	Teacher PK	0.5
Norma Ramos	LVN	1
Perla Hernandez	Teacher PK	0.5
San Juanita A. Guerra	Counselor Clerk	1
San Juanita Vasquez	Teacher PK	0.5

Title I Personnel

Name	Position	Program	FTE
Briana Guiterrez	Library Aide	Title I Part A	1
Deisy Salinas	Instructional Aide	Title I Part A	1
Lila Vasquez	Teacher Class Size Reduction	Title II Part A	1
Margaret Trevino	Instructional Aide	Title I Part A	1
Maria A. Muniz	Sp. Ed. Aide	Title I Part A	1
Maribel Trevino	Library Aide	Title I Part A	1
Mildred Galindo	Parental Liason	Title I Part A	1
Rosalinda Martinez	Sp. Ed. Aide	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1

Addendums

RICO ELEMENTARY
FOCUS COMMITTEE #1
MAY 2, 2024
4:00 - 4:15 PM

TOPIC:	NOTES:
Welcome/Presentations	J. Luna, Plan4Learning
Curriculum, Instruction, & Assessment • Goal 1/Performance Objective 2/ Strategies 6-10	Y. Gonzalez, Presenter • Make any adjustments needed
Parent, Family, Community Engagement • Goal 2/Performance Objective 1/Strategies 1-4 • Goal 2/Performance Objective 2/Strategies 1-6	M. Galindo, Presenter • Make any adjustments needed
Staff Quality, Recruitment, & Retention • Goal 3/Performance Objective 2/ Strategies 1-3	E. Cavazos, Presenter • Make any adjustments needed
Closing	

RICO ELEMENTARY
FOCUS COMMITTEE #1
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Jennifer Luna, Principal	
Y. Gonzalez, 1st Gr Teacher/LIM Leader	
Mildred Galindo, Community Aid/LIM Leader	
Elias Cavazos, 5th Gr Teacher/LIM Leader	

RICO ELEMENTARY
FOCUS COMMITTEE #2
MAY 2, 2024
4:00 - 4:15 PM

TOPIC:	NOTES:
Welcome/Presentations	A. Vallejo, Plan4Learning
Technology • Goal 1/Performance Objective 4 / Strategies1-6	Melissa Hernandez, Presenter • Make any adjustments needed
School Culture & Climate • Goal 3/Performance Objective 1 / Strategies 1-4	Coach Ybarra, Presenter • Make any adjustments needed
Closing	

RICO ELEMENTARY
FOCUS COMMITTEE #2
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
A. Vallejo, Assistant Principal	
Melissa Hernandez, Instructional Coach	
Gabriel Ybarra, P.E. Coach	

RICO ELEMENTARY
FOCUS COMMITTEE #3
MAY 2, 2024
4:00 - 4:15 PM

TOPIC:	NOTES:
Welcome/Presentations	M. Vaughn, Plan4Learning
Student Achievement • Goal 1/Performance Objective 1/ Strategies 1-5	Julissa Ramirez, Presenter • Make any adjustments needed
Demographics • Goal 1/Performance Objective 2/ Strategies 1-5	Raquel Mata, Presenter • Make any adjustments needed
School Context & Organization • Goal 1/Performance Objective 3/ Strategies 1-5	Perla Hernandez, Presenter • Make any adjustments needed
Closing	

RICO ELEMENTARY
FOCUS COMMITTEE #3
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
M. Vaughn, Assistant Principal	
Julissa Ramirez, PK Teacher	
Perla Hernandez, PK Teacher	
Raquel Mata, 4th Gr Teacher	
Melissa Coronado, Counselor	

RICO ELEMENTARY
STEERING COMMITTEE
MAY 2, 2024
4:15 - 4:45 PM

CCNA (CIP) AGENDA

Committee Members & Role

J. Luna, Principal
M. Vaughn, Assist. Principal
J. Ramirez, PK Teacher
Y. Gonzalez, 1st Teacher/LIM Leader
P. Hernandez, PK Teacher/LIM Leader
M. Coronado, Counselor/LIM Leader
M. Galindo, Community Aide/LIM Leader
A. Gonzales, Business Member
A. Vallejo, Assist. Principal
M. Hernandez, Instructional Coach
G. Ybarra, PE Coach/LIM Leader
R. Mata, 4th Teacher/LIM Leader
E. Cavazos, 5th Teacher/LIM Leader
D. Gonzalez, Counselor/LIM Leader
A. Vallejo, Parent

Rico Campus Improvement Plan (CIP) Summative	Reflect on the process by completing the Committee Self-Assessment/Reflection.

.
Probing Questions to Consider:

- What are the findings of the CCNA?
- How are the findings reflected in summary statements?
- How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
- How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?

Focus Committee #1 Presents Findings Y. Gonzalez M. Galindo E. Cavazos	Summative in CIP is completed • Goal 1/Performance Objective 2/ Strategies 6-10 • Goal 2/Performance Objective 1/Strategies 1-4 • Goal 2/Performance Objective 2/Strategies 1-6 • Goal 3/Performance Objective 2/ Strategies 1-3
Focus Committee #2 Presents Findings Melissa Hernandez Coach Ybarra	Summative in CIP is completed • Goal 1/Performance Objective 4/Strategies1-6 • Goal 3/Performance Objective 1/Strategies 1-4
Focus Committee #3 Presents Findings Julissa Ramirez Raquel Mata Melissa Coronado	Summative in CIP is completed • Goal 1/Performance Objective 1/Strategies 1-5 • Goal 1/Performance Objective 2/Strategies 1-5 • Goal 1/Performance Objective 3/Strategies 1-5
Closing	

RICO ELEMENTARY
STEERING COMMITTEE
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Jennifer Luna, Principal	
Anika Vallejo, Assistant Principal	
Mary Vaughn, Assistant Principal	
Melissa Hernandez, Instructional Coach	
Julissa Ramirez, PK Teacher	
Coach Ybarra, P.E. Teacher	
Y. Gonzalez, 1st Gr Teacher	
Raquel Mata, 4th Gr Teacher	
Perla Hernandez, PK Teacher	
E. Cavazos, 5th Gr Teacher	
Melissa Coronado, Counselor	
Dora Gonzalez, Counselor	
Mildred Galindo, Community Aide	
Ana Vallejo, Parent	
Ashley Gonzales, Business Member	

Potential Data Types

The following programs have identified potential data types to be collected and analyzed to develop the school profile. This listing of data types is not all inclusive and can be customized based on the types of data available for your LEA/campus.

- **Title I, Part A** – Improving Basic Programs Operated by Local Educational Agencies
- **Title I, Part C** – Education of Migratory Children
- **Title II, Part A** – Supporting Effective Instruction
- **Title III, Part A** – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- **Title IV, Part A** – Student Support and Academic Enrichment Grants

FOCUS AREA	POTENTIAL DATA TYPES		
Demographics	• 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
Student Achievement	• Advanced Course/ Dual Enrollment Data • College, Career and Military Readiness (CCMR) • College Entrance Exams • Course/Class Assignments • Course/Class Grades	• College/University/Dual Credit/ Advanced Placement Enrollment • 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
School Culture and Climate	• Classroom and School Walk through Data • Feedback Data • Focus Groups	• Interviews • Parent Conferences or Meetings • Questionnaires	• Student Discipline Data (including Disproportionality) • Surveys
Staff Quality, Recruitment and Retention	• Course/Class Completions, 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/ or other Staff Effectiveness Data

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Potential Data Types

FOCUS AREA	POTENTIAL DATA TYPES		
Curriculum, Instruction, and Assessment	• 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 • Instructional Design/Delivery • High-Yield Strategies • Lesson Study/Delivery Processes	• Scope and Sequence, Pacing Guides, and Other Focus Documents • Standards-Based Curriculum Resources and Materials • Student Misconceptions • Student-Specific and Differentiated Strategies and Processes • Technology
Parent, Family, and Community Engagement	• 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
School Context and Organization	• 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 & Physical Environment • School Structure (Teaming, Looping, etc.) • Supervision Structure • Support Structures: Mentor Teachers
Technology	• Assessment of T echnology 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

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RICO ELEMENTARY
STUDENT ACHIEVEMENT
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

A. Vallejo	Assistant Principal/LIM Leader	P. Garcia	4th Teacher/LIM Leader
L. Orozco	SpEd Teacher	J. Ramirez	PK Teacher
M. Garcia	3rd Teacher	C.Oritz	5th Teacher
E. Arndt	2nd Teacher	L. Rodriguez	Inclusion Para-Professional

Student Achievement • Goal 1/Performance Objective 1/ Strategies 1-5	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-5) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.

Probing Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement of special populations (504, SpEd, RtI, Eco-disadvantaged)?
- How consistent is this across the district/school?
- What is the impact on specific student groups?

Strategy 1: Analyze assessments to ensure effective reading strategies in social studies and integrate SAVVAS- My View and the application of technology to promote a blended learning environment in social studies classrooms.	
Strategy 2:Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips 2nd Semester):	
Strategy 3:Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.	
Strategy 4:Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/ Sequence to maintain alignment to state statdards and assessments in order to meet federal and state mandate.	
Strategy 5:Campus events and meetings such as Leader In Me Celebrations promoting parent involvement and students learning social skills in classrooms.	

RICO ELEMENTARY
STUDENT ACHIEVEMENT
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Anika Vallejo, Assist. Principal/LIM Leader	
Priscilla Garcia, 4th Gr Teacher/LIM Leader	
Liliana Orozco, SpEd Teacher	
Julissa Ramirez, PK Teacher	
Monica Garcia, 3rd Teacher	
Claudia Ortiz, 5th Gr Teacher	
Eleanor Arndt, 2nd Gr Teacher	
Leah Rodriguz, Inclusion Para-Professional	

RICO ELEMENTARY
SCHOOL CONTEXT & ORGANIZATION
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

M. Vaughn, Assist. Principal
D. Gonzalez, Counselor/LIM Leader
N. Ramirez 3rd Teacher
R. Gonzales, SpEd Teacher
M. Coronado, Counselor/LIM Leader
I. Velasquez Kinder Teacher
P. Hernandez, PK Teacher/LIM Leader

Student Achievement • Goal 1/Performance Objective 3/ Strategies 1-5	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-5) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.
Probing Questions to Consider:

- To what degree does the district/school support the organization? How are those supports offered or provided?
- What do the data reflect about classes, schedules, and student/staff teams?
- How is adequate time devoted to subjects in which students perform poorly?
- How do teachers have a voice in decision-making and school policies?

Strategy 1:Continue following career and college awareness (Military) Activities: -Career Day-University Visits For 4th & 5th Grade -University T-Shirt Day Every Thursday	*Continue /Modify add 3rd grade
Strategy 2:Continue to provide monthly lessons on college/ career awareness in the classrooms: -Display University Pennants/ Banners- A.G.B.T.S. Scholarship Fund	* ~~accomplished~~ ~~Continue~~ / modify incorporate workbook with 5th grade
Strategy 3:Continue the following Drug Prevention Activities to work towards and ensure a drug-free and safe environment: -Red Ribbon Activities -~~"Just Say No Week" Activities~~	* ~~accomplished~~ Continue - campus activities - discontinue Just Say No Week
Strategy 4:Counseling Services, Social-Emotional Lessons, and Guidance Lessons for Kinder through 5th Grade Students. - Classroom presentations- Leader In Me Lessons- Career and College Awareness Activities	~~accomplished~~ continue
Strategy 5:At A.N. Rico Elementary we will increase College and Career (Military) Readiness by at least 5% by integrating reading, writing, and academic vocabulary across all curriculum areas.	- Discountinue

RICO ELEMENTARY
SCHOOL CONTEXT & ORGANIZATION
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Mary Vaughn, Assistant Principal	
Melissa Coronado, Counselor	
Dora Gonzalez, Counselor	
Irene Velasquez, Kinder Teacher	
Norma Ramirez, 3rd Gr Teacher	
Perla Hernandez, PK Teacher	
Rene Gonzales, SpEd Teacher	

RICO ELEMENTARY
STAFF QUALITY, RECRUITMENT, & RETENTION
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

E. Cavazos, 5th Teacher/LIM Leader
M. Trevino, PK Teacher
C. Rivera, 3rd Teacher
F. Perez, RN
S. Winston, 2nd Teacher
J. De Leon, K Teacher
M. Martinez, 3rd Teacher

Student Achievement • Goal 3/Performance Objective 2/ Strategies 1-3	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-3) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.
Probing Questions to Consider:

- What do the general data reflect regarding teacher quality on the campus?
- How are follow-up data regarding teacher performance provided to teachers?
- How are we recruiting highly qualified and effective staff?
- What is our staff attendance rate? Retention rate? Turnover rate?

Strategy 1:Provide mentors and induction training for new teachers.	Accomplished
Strategy 2:Monitor teachers on needed staff development to meet their individual needs. Teachers will be provided with staff development opportunities in a variety of content areas such as Math, Writing, Reading, Science, Leader In Me, NWEA-MAP Testing and Mentoring MInds, etc.	Continue
Strategy 3: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	Continue

RICO ELEMENTARY
STAFF QUALITY, RECRUITMENT, & RETENTION
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Elias Cavazos, 5th Gr Teacher/LIM Leader	
Maribel Trevino, Library Para-Professional	
Marissa Trevino, PK Teacher	
Shelly Winston, 2nd Gr Teacher	
Christabel Rivera, 3rd Gr Teacher	
Jaimy De Leon, Kinder Teacher	
Florencia Perez, RN	
Mikalla Perez Martinez, 3rd Gr Teacher	

RICO ELEMENTARY
DEMOGRAPHICS
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

R. Mata	4th Teacher/LIM Leader	A. Garza	PK Teacher
L. Vasquez	1st Teacher	E. Trevino	2nd Teacher
F. Gomez	5th Teacher	M. Muniz, Life Skills Para-Para	

Demographics • Goal 1/Performance Objective 2/ Strategies 1-5	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-5) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.

Probing Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement of special populations (504, SpEd, RtI, Eco-disadvantaged)?
- How consistent is this across the district/school?
- What is the impact on specific student groups?

Strategy 1: Meet with campus staff to review student data, progress monitoring, and effective instructional practices.

Strategy 2: ~~Provide~~ resources, support, and additional staff development for grades K-5 to improve student performance. Provide staff development for teachers, paraprofessionals, and support staff such as: PLC- campus and district Develop/ Review Scope and Sequence, Imagine Math, ~~Istation~~ ~~Education Galaxy~~ I-Ready, ~~Stemscopes~~ SAAVAS adoptions, SIPPS Accelerated Reading and Reflex Math, Summit. and ~~Reflex~~

Strategy 3: Purchase manipulatives, learning materials, supplies, additional classroom equipment, and furniture to facilitate learning and enhance the learning environment.

Strategy 4: Provide instructional resources and training in order to support academic vocabulary and higher level questioning for grades 3-5 with a focus on Emergent Bilinguals. Utilize Word Walls ~~and~~ Word Banks, to build students' vocabulary and use them to review previously taught objectives.

Strategy 5: Analyze NWEA-MAP, ~~CBA's~~ Benchmark, results to modify classroom instruction to meet student needs.

RICO ELEMENTARY
DEMOGRAPHICS
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Raquel Mata, 4th Gr Teacher/LIM Leader	
Alexis Garza, PK Teacher	
Lila Vasquez, 1st Gr Teacher	
Ernesto Trevino, 2nd Gr Teacher	
Norma Ramirez, 3rd Gr Teacher	
Flor Gomez, 5th Gr Teacher	
Maria Muniz, Life Skills Para-Professional	

RICO ELEMENTARY
DEMOGRAPHICS
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

R. Mata	4th Teacher/LIM Leader	A. Garza	PK Teacher
L. Vasquez	1st Teacher	E. Trevino	2nd Teacher
F. Gomez	5th Teacher	M. Muniz, Life Skills Para-Para	

Demographics • Goal 1/Performance Objective 2/ Strategies 1-5	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-5) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.
Probing Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement of special populations (504, SpEd, RtI, Eco-disadvantaged)?
- How consistent is this across the district/school?
- What is the impact on specific student groups?

Strategy 1: Meet with campus staff to review student data, progress monitoring, and effective instructional practices.	
Strategy 2:Provide resources, support, and additional staff development for grades K-5 to improve student performance. Provide staff development for teachers, paraprofessionals, and support staff such as: PLC- campus and district Develop/ Review Scope and Sequence Imagine Math Istation Education Galaxy I-Ready Stemscopes SAAVAS adoptions SIPPS Accelerated Reading	
Strategy 3:Purchase manipulatives, learning materials, supplies, additional classroom equipment and furniture to facilitate learning and enhance the learning environment.	
Strategy 4:Provide instructional resources and training in order to support academic vocabulary and higher level questioning for grades 3-5 with a focus on Emergent Bilinguals. Utilize Word Walls and Word Banks to build students' vocabulary and use them to review previously taught objectives.	
Strategy 5:Analyze NWEA-MAP, CBA & Benchmark results to modify classroom instruction to meet student needs.	

* Notes *

RICO ELEMENTARY
PARENT, FAMILY, COMMUNITY ENGAGEMENT
MAY 2, 2024
3:45 - 4:00 PM

Accomplished

CCNA (CIP) AGENDA

Committee Members & Role

M. Galindo, Community Liason/LIM Leader
Belinda Reyes, Art Teacher
Norma Ramos, LVN
J.Guerra, Counselor Assist.
M. Trevino, Library Para-Prof.
K. Scobey, ACE Coordinator
E. Uribe, Music Teacher
Billy Rivera, P.E. Teacher
E. Fabela, PK Para-Prof.
S. Davila, PK Para-Prof.
M. Zavala, Secretary

Student Achievement • Goal 2/Performance Objective 1/ Strategies 1-4 • Goal 2/Performance Objective 2/ Strategies 1-6	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (G2/P1/S1-4 & G2/P2/S1-6) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.

Probing Questions to Consider:

- What evidence exists that families and community members are involved in meaningful activities that support students' learning?
- What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
- How are families and the community members involved in school decisions?

Goal 2:PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Foster exceptional Community Service, Open Communication, and Positive Collaboration using innovative and multiple platforms that support teacher and student Success.

Performance Objective 1:Strengthen and increase our parental involvement and community engagement in schools by 10%.

Strategy 1:Utilize all forms of contact with parents through phone calls, email, parent-teacher conferences, school messenger, KWES and social media (Facebook and Instagram).	Accomplished.
Strategy 2:Provide district-aligned parent trainings and resources on topics such as effective reading strategies, PASOS, Texas A & M Colonias Helping Heart Resilience Program, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology, and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.	Continue
Strategy 3:Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.	Continue
Strategy 4:Ensure Title I Parental Program Meetings,	Continue

Orientations for the Campus Administrators, Teachers, Staff and Parent Volunteers; on how parents can promote 21st Century Learning; success in school and home, to become collegecareer ready citizens.	continue
Goal 2:PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS: Foster exceptional Community Service, Open Communication, and Positive Collaboration using innovative and multiple platforms that support teacher and student Success. **Performance Objective 2:Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.**	
Strategy 1:The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department of Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.	accomplish - blanket drive, sock drive, dog food, can food. continue / modify
Strategy 2:Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness.	continue / modify career day?
Strategy 3:Plan different activities to increase parent-community involvement.	continue / modify
Strategy 4:Award Ceremonies will be held at the end of each six weeks period to honor those students that achieved Magna Cum Laude, Summa Cum Laude, Principal Award, Leader in Me Award, AR Award, Perfect Attendance Award. All students will be given an opportunity to participate.	accomplished (continue)
Strategy 5:Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks.	accomplished (Continue) weekly?
Strategy 6:Teachers in grades K- 5th will promote reading throughout the year using Accelerated Reader. Students will be recognized for meeting their goal and the top student from each grade level will receive an incentive for the number of words read.	accomplished continue ✓

RICO ELEMENTARY
PARENT, FAMILY, COMMUNITY ENGAGEMENT
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Mildred Galindo, Community Liason/LIM Leader	
Elicia Uribe, Music Teacher	
Belinda Reyes, Art Teacher	
Billy Rivera, P.E. Teacher	
Norma Ramos, LVN	
Elizabeth Fabela, PK Para-Professional	
SJ Guerra, Counselor Assistant	
Steven Davila, PK Para-Professional	
Maribel Trevino, Library Para-Professional	
Marissa Zavala, Secretary	
K. Scobey, ACE Coordinator	

RICO ELEMENTARY
CURRICULUM, INSTRUCTION, & ASSESSMENT
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

J. Luna	Principal	F. Bautista	PK Teacher
M. Castruita	K Teacher	Y. Gomez	2nd Teacher
Y. Gonzalez	1st Teacher LIM Leader	M. Salinas	5th Teacher
L. Camacho	4th Teacher	MA Garcia	SpEd Teacher
D. Cruz	SpEd Teacher	B. Rios	Para-Professional
E. Gonzalez	Data Entry		

Curriculum, Instruction, & Assessment • Goal 1/Performance Objective 2/ Strategies 6-10	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (6-10) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.
Probing Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?
- How consistent is this across the district/school?
- What is the impact on specific student groups?

Strategy 6: Continue implementation of a Campus Science Fair for Kindergarten through 5th Grade to allow all students to create a Science Fair Project and prepare for the District Science Fair.	
Strategy 7: Adhere to District's Curriculum, TEKS Resource System, Pre-K Guidelines, and Scope/ Sequence to maintain alignment to state statdards and assessments in order to meet federal and state mandate.	
Strategy 8: Provide small group and individualized instruction, tutoring, and extended day opportunities for students needing additional assistance and differentiation.	
Strategy 9:Adhere to the district's Curriculum, Scope and Sequence of the TEKS Resouces System and Pre-K Guidelines to maintain alignment to state standards and assessments in all content areas in order to meet federal and state mandates.	
Strategy 10:Utilize Brain Pop, Macinvia, Encyclopedia Brittanica, I-Ready, Istation, Education Galaxy, Flocabulary, and other technology resources for classroom teachers. Purchase manipulatives, learning materials such as Sharon Wells, supplies, additional classroom equipment, and furniture to facilitate learning and enhance the learning environment.	

RICO ELEMENTARY
CURRICULUM, INSTRUCTION, & ASSESSMENT
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Jennifer Luna, Principal	
F. Bautista, PreK Teacher	
M. Castruita, Kinder Teacher	
Yvette Gonzalez, 1st Gr Teacher/LIM Leader	
Yves Gomez, 2nd Gr Teacher	
Lorena Camacho, 4th Gr Teacher	
Maria Salinas, 5th Gr Teacher	
Diana Cruz, Life Skills Teacher	
Mary Ann Garcia, Mild-Unit Teacher	
Ernest Gonzalez, Data Entry Clerk	
Brittany Rios, Instructional Para-Professional	

RICO ELEMENTARY
TECHNOLOGY
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

M. Hernandez, IC/LIM Leader
B. Alvarado, K Teacher
G. Alvarado, SpEd Teacher
D. Hernandez, 3rd Teacher
S. Caballero, Librarian/LIM Leader
O. Salinas, 1st Teacher
S. Vasquez, 4th Teacher
E. Buenrostro, 2nd Teacher

Student Achievement	Reflect on the process by completing the Committee Self-Assessment/Reflection.
• Goal 1/Performance Objective 4/ Strategies 1-6	

For each Strategy (1-6), decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.
Probing Questions to Consider:

- What are some barriers that potentially prevent effective use of technology?
- In which content areas are we using technology and how? What is the effect?

Strategy 1:The Librarian will work with teachers to encourage Reading through: *Accelerated Reading- AR *Leader In Me *Author Visits *Library Programming *Library Classes	
Strategy 2:The Librarian will promote and purchase library books as library budget permits: Destiny Automated Catalog E-Book-Resources EPIC Macin Via Online Resources Encyclopedia Brittanica Online AR and Goals	
Strategy 3:The Librarian will purchase incentives for students to encourage reading and promote "7 Habits of Highly Effective Kids, Improve Participation in STAAR for Higher scores.	
Strategy 4:Promote Reading with the use of events, such as: Book Fair- Scholastic Library programming events and Author Visits Literacy Night Events	
Strategy 5:Student AR Word Counts will be showcased and announced at the campus level. Students will be rewarded and recognized for their highest AR counts and for their achievements in reading through: *Certificates *Assemblies *Incentives.	
Strategy 6:In order to create a 21st Century, future-ready library, the library will purchase furniture and technology to create a collaborative learning environment.	

RICO ELEMENTARY
TECHNOLOGY
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Melissa Hernandez, IC/LIM Leader	Melissa Hernandez
Sabrina Caballero, Librarian/LIM Leader	Sabrina Caball
Belinda Alvarado, Kinder Teacher	Belinda Alvarado
Orfelinda Salinas, 1st Gr Teacher	Orfelinda Salinas
Geo Alvarado, SpEd Teacher	G. Alvarado
San Juanita Vasquez, 4th Gr Teacher	
Doraly Hernandez, 3rd Teacher	
Enedelia Buenrostro, 2nd Gr Teacher	

RICO ELEMENTARY
SCHOOL CULTURE & CLIMATE
MAY 2, 2024
3:45 - 4:00 PM

CCNA (CIP) AGENDA

Committee Members & Role

G. Ybarra	P.E. Teacher/LIM Leader	JC Rodriguez	PK Teacher
L. Cantu	K Teacher	A. Bravo	1st Teacher
E. Maldonado	4th Teacher	C. Garza	5th Teacher
A. Marin	Attendance Clerk	G. Castillo	Inst. Para-Prof.
R. Martinez	Inst. Para-Prof.	B. Gutierrez	Library Para-Prof.

Student Achievement • Goal 3/Performance Objective 1/ Strategies 1-4	Reflect on the process by completing the Committee Self-Assessment/Reflection.

For each Strategy (1-4) decide & type the Summative (Accomplished Continue/Modify Discontinue) for each strategy & provide a short explanation for your choice.

Probing Questions to Consider:

- How is data used to inform curriculum, instruction, and assessment decisions?
- How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement of special populations (504, SpEd, RtI, Eco-disadvantaged)?
- How consistent is this across the district/school?
- What is the impact on specific student groups?

Strategy 1:Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	Accomplished - Fiesta D.I. Conf., Bilingual workshops to pass Exam.
Strategy 2:Teacher recognition for meeting WIG Goals.	Accomplished - Attendance Incentive, 1 hr lunch
Strategy 3:Teachers in grades K-5th grade will attend PLC meetings that support language arts, math, science, and social studies frameworks. Teachers will be provided with systems that provide updates of the curriculum and be able to implement the activities successfully.	Accomplished - PLC every Friday. - Data Conversations - Vertical Planning - Unpacking the TEKS
Strategy 4:Teachers in grades K- 5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.	Continue - Only received SAVVAS training. - Need continued trainings.

RICO ELEMENTARY
SCHOOL CULTURE & CLIMATE
MAY 2, 2024
3:45 - 4:00 PM
SIGN-IN SHEET

Committee Member	Signature
Gabriel Ybarra, P.E. Teacher/LIM Leader	Gabriel Ybarra
Juan C. Rodriguez, PK Teacher	Juan C Rodriguez
Lydia Cantu, Kinder Teacher	Lydia Cantu
Anali Bravo, 1st Gr Teacher	Anali Bravo
Elizabeth Maldonado, 4th Gr Teacher	Elizabeth Maldonado
Cindy Garza, 5th Gr Teacher	C Garza
Adriana Marin, Attendance Clerk	Adriana Marin
Gabby Castillo, PK Instructional Para-Prof.	
Rosalinda Martinez, Life Skills Para-Prof.	
Brianna Gutierrez, Library Para-Prof.	Brianna Gutierrez
Meagan Rodriguez	MdC

WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

319 W. 4th Street / P.O. Box 266, Weslaco, Texas 78599-0266
TEL: 956-969-6914 FAX: 956-969-6867

Dr. Richard Rivera
Superintendent

Weslaco ISD Program Plan Descriptions Addendum

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the local education agency (LEA) plan shall include the following 13 descriptions:

Description 1a. ESSA Sec. 1112 (b)(1)(A)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Weslaco ISD utilizes the TCMPC (Updated TEKS Resource System) to guide and implement a well-rounded curriculum program fully integrating HQIM (High-Quality Instructional Materials).

Description 1b. ESSA Sec. 1112(b)(1)(B)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Weslaco ISD monitors student learning progress and growth through benchmark testing as well as Beginning of Year and End of Year assessments to monitor and focus on student growth. This allows teachers and administrators to better focus on meeting students' individual learning needs.

Description 1c. ESSA Sec. 1112(b)(1)(C)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

Weslaco ISD monitors student learning progress and growth and provides additional instructional support through after school tutoring programs, STAAR Mentors, and teacher supplemental instruction.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Description 1d. ESSA Sec. 1112 (b)(1)(D)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Weslaco ISD monitors and adjusts instructional programs based on student benchmark testing and NWEA MAP testing as well as teacher formative assessments.

Description 2. ESSA Sec. 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Weslaco ISD human resources department ensures that all classes are taught by highly qualified, certified teachers.

Description 3. Sec. 1112(b)(3)
Describe how the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive support and improvement and (2) Targeted support and improvement.

Weslaco ISD does not have any schools identified for Comprehensive Support and no Additional Targeted Support.

Description 4. Sec. 1112(b)(4)
Describe the poverty criteria that will be used to select school attendance areas under Section 1113. (Within-LEA Allocation Procedures)

Weslaco ISD periodically reviews and adjusts school zoning based on population growth/shifts. These reviews include the various sub-populations and economically disadvantaged student numbers.

Description 5. Sec. 1112(b)(5)
Describe the nature of the programs to be conducted under Schoolwide (Sec. 1114) and Targeted Assistance (Sec. 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Weslaco ISD campuses identified as school-wide use their funds and resources to maximize supports for all student demographic groups. The district also provides support in the form of teachers, an instructional assistant, and resources to students assigned to the Hidalgo County Boot Camp.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Description 6. Sec. 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). (Homeless LEA Reservation)

Weslaco ISD provides homeless students with immediate school enrollment, regardless of the child's residency status or lack of required documents. This includes assisting with the collection of necessary records and providing transportation. In addition, we provide academic support, school supplies, and resources and coordinate with local community resources for additional assistance.

Description 7. Sec. 1112(b)(7)
Describe the strategies the LEA will use to implement effective parent and family engagement under Section 1116. (LEA Written PFE Policy)

Weslaco ISD implements an effective parent and family engagement program through our PFE Department which includes centralized district staff and parent specialists/community aides at all of our campuses. The district and campus policy is developed and agreed upon jointly with parents. Key strategies include meaningful two-way communication in a language that parents understand, parent advisory councils, volunteer opportunities, and parent feedback.

Description 8. Sec. 1112(b)(8)
Describe, if applicable, how the LEA will support, coordinate, and integrate the services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (LEA Reservation for Preschool)

Weslaco ISD has a rigorous all-day PK3/PK4 programs with full support at the campus and district level, to include district-wide staffing support, curriculum and materials, and a district level coordinator who works with PK teachers to maximize instructional efficacy. The campuses fully support their PK programs and the transition into kindergarten.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Description 9. Sec. 1112(b)(9)
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program under section 1115, will identify the eligible children most in need of services under Title I, Part A. (Multiple, educationally related, objective criteria)

Note: Targeted Assistance Programs are different from schoolwide programs in that not all students are eligible to receive Title I, Part A services.

The LEA must identify students based on multiple, educationally related objective criteria so that the campus's Title I, Part A program is targeted to those students who are failing or most at risk of failing to meet the State's academic standards.

- In a Targeted Assistance Program, only those students who are identified as failing or most at risk of failing, according to the LEAs criteria, may receive Title I, Part A services.
- Only instructional staff involved with those students may receive Title I, Part A services.
- And only parents of those students may receive Title I, Part A services.

Weslaco ISD does not have any Targeted Assistance Programs at this time.

Description 10a. Sec. 1112(b)(10)(A)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Weslaco ISD supports the transition of students from middle school to high school and to post-secondary education through a multitude of services provided by the Student Support Services department. Counselors, and College, Career, and Military Readiness advisors work diligently to ensure the smooth transitionof students. The GEAR UP program also enhances the efforts provided at the campus to ensure students are college and career ready, as well as provide services to parents and educators to maximize student success.

Description 10b. Sec. 1112(b)(10)(B)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Weslaco ISD provides several opportunities to increase awareness of the Early College High Scholl and Dual Credit Programs at the middle and high schools. Counselors and CCMR advisors promote awareness and encourage students to take advantage of these opportunities through guidance & counseling and individual planning. Students' interests, strengths, and skills are taken into consideration when counselors set goals with students and when planning their career pathways. Weslaco ISD has a dual enrollment program in conjunction with South Texas College (STC), UT-RGV, and OnRamps (UT Austin). The CTE program also provides preparation to ensure students meet CCMR requirements.

Description 11. Sec. 1112(b)(11)

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c) (2) (Economically disadvantaged; Students from major racial and ethnic groups; Children with disabilities; and English learners).

Weslaco ISD closely monitors campus discipline practices and has focused on ensuring students remain in the classroom or on campus to the maximum extent possible. Our District Alternative Education Program has shifted its focus and is now assigned at the home campus level to better support campuses and keep students close to their sources of instruction.

Description 12a. Sec. 1112(b)(12)(A)
Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.
2a
Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)
If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Weslaco ISD monitors and implements CTE instruction and work-based learning opportunities through its' CTE Department. This includes instruction, educational pathways, and academic credit.

Description 13a. Sec. 1112(b)(13)(A)
Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students.

Weslaco ISD Advanced Academics department provides training and support for identifying and meeting the needs of gifted and talented students. The advanced academics coordinator also controls the allotted budgets to support these efforts. Our LEA follows the Texas State Plan for G/T Education by conducting universal pre-screening for all kindergarten and a nomination process for grades 1-12, using a comprehensive matrix to ensure equitable identification across all populations. We provide a pull-out program and full-time inclusion to serve G/T students effectively.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Description 13b. Sec. 1112(b)(13)(B)
Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Weslaco ISD has a coordinator for district library programs and maintains fully supported libraries at all campuses. In addition, it provides full support for instructional technology through its' instructional technology department.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.