

Clint Independent School District

Frank Macias Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C

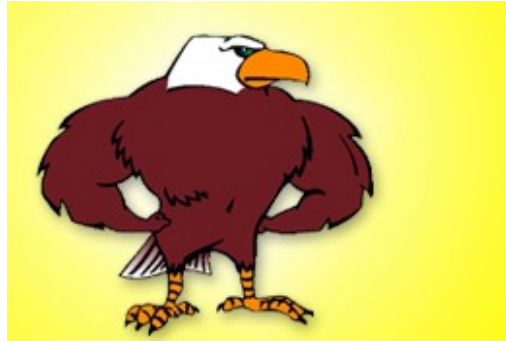


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vision Statement: Educating our Future - Educando Nuestro Futuro

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

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

2024-2025 Fall Snapshot Demographics

All Students	993
Hispanic	977
Eco Dis	854
At Risk	736
Emergent Bilingual	639
Special Education	261
504	30
RTI	75
Dyslexia	27
Migrant	4
Homeless	16
Military Connected	35

All Students	993
GT	15

Grade Level Breakdown

EE	3
PK	94
K	123
1	147
2	152
3	159
4	140
5	147

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

The average daily attendance for 2023-2024 was 94.14%, which was an increase from 2022-2023 by 0.82 percentage points. While we have seen a steady increase over the past 3 years, it still has not rebounded to the ADA pre-COVID. Measures are currently in place to provide incentives to students, classes, and grade levels to promote coming to school while also continuing to work with parents on 45-day plans and truancy court, if necessary.

Who Are We? - Our Staff:

Due to the end of ESSER funding, some positions for the 2024-2025 school year were not renewed.

For the 2024-2025 school year, the campus is estimated to have:

- 1 principal
- 2 assistant principals
- 2 Counselors
- 2 Curriculum Coaches
- 59 Teachers
- 17 Paraprofessionals

- 9 Cafeteria workers
- 1 Security
- 1 SRO
- 5 campus monitors
- 6 custodians

Staff turnover has been an issue over the past few years. In 2022-2023, several teachers did not complete the school year and/or did not sign their contracts for the upcoming school year. Since there was a change in leadership, only 2 teachers left the campus at the end of the 2023-2024 school year. Because of the low turnover rate, this will allow the campus to continue with the momentum and the learning from the previous school year.

Demographics Strengths

Demographics Strengths:

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

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 2: A high number of students are being recommended for special education services.

Root Cause: Since the pandemic, many students returned multiple grade levels behind and have not made enough progress to close the gaps.

Problem Statement 3: Though attendance has been steadily increasing, ADA still remains one of the lowest of the elementary schools in the district.

Root Cause: Several students in each grade level, especially in PK and kinder, have excessive absences that lead to a lower ADA for the year.

Student Learning

Student Learning Summary

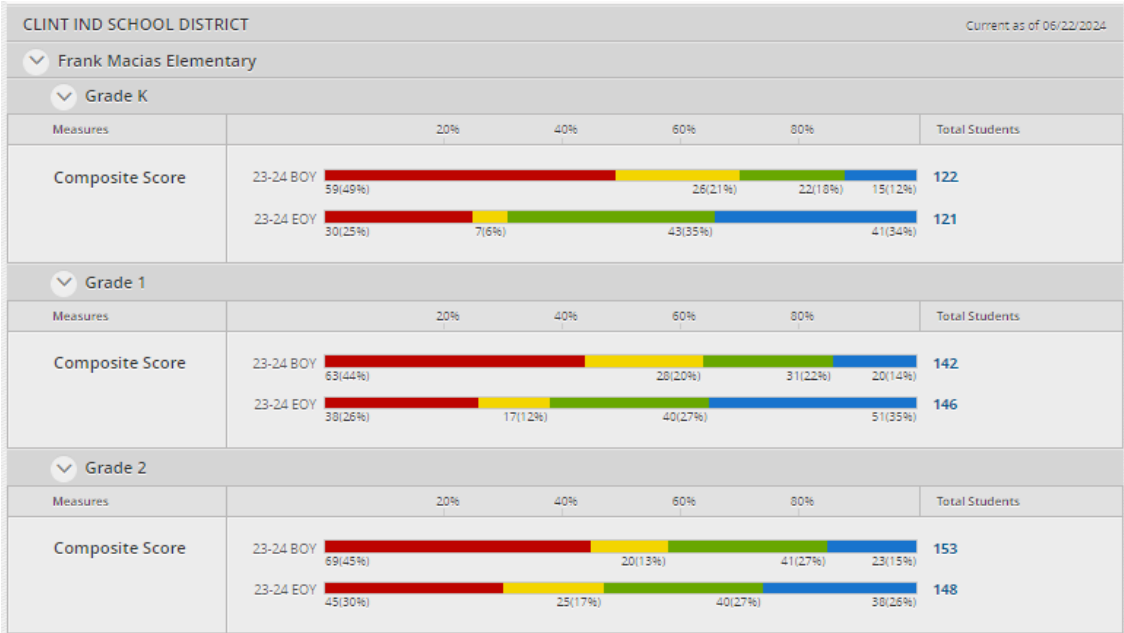
Student Academic Achievement Summary:

Circle

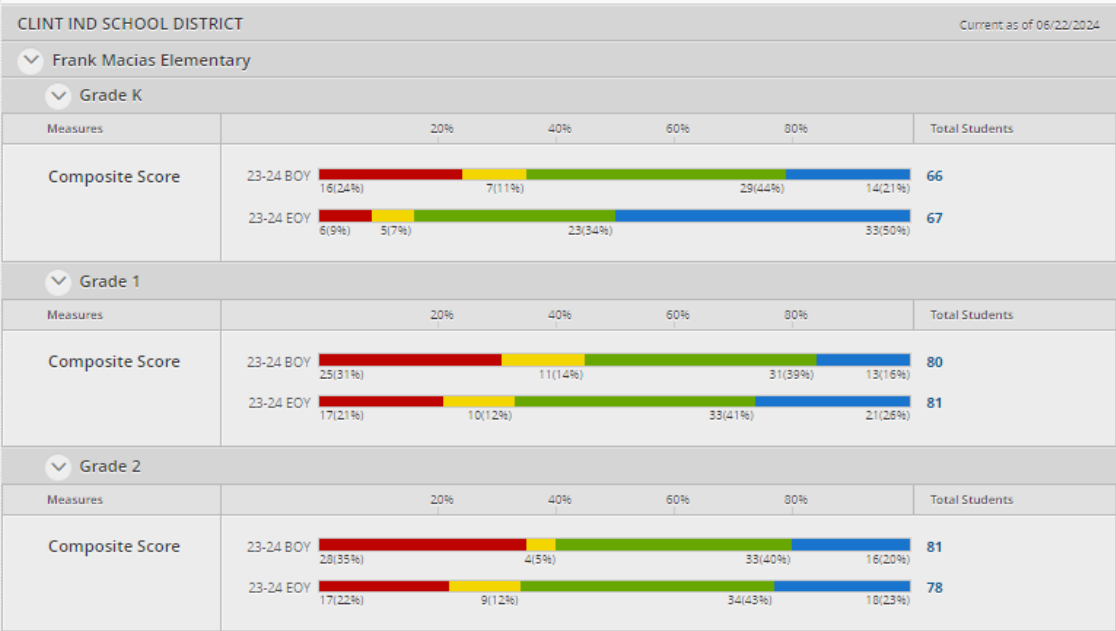
End of year Circle data for PK students shows that 88% of students in English and 89% of students in Spanish are on-track in math instruction. Additionally, 70% of students in English and 80% of students in Spanish are on-track in reading instruction.

MClass- K-2 Reading Assessment

Dibels (English)



Lectura (Spanish)



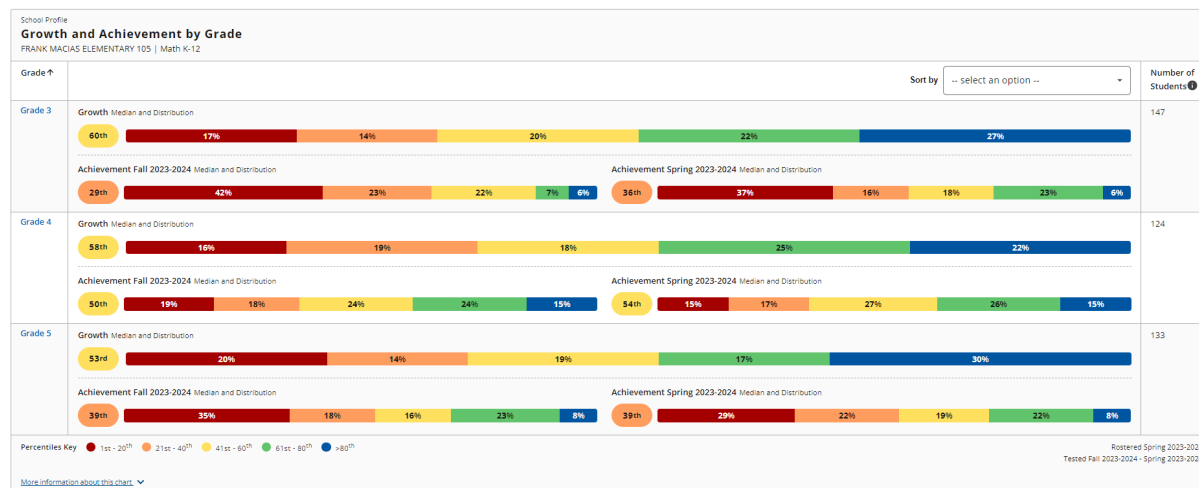
Students At or Above Benchmark

	Dibels- English		Lectura- Spanish	
	BOY	EOY	BOY	EOY
Kinder	30%	69%	65%	84%
1st	36%	62%	55%	67%
2nd	42%	53%	60%	68%

I-Ready Math

		Multi	Overall Grade-Level Placement	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	Students Assessed/Total
Grade K	Most Recent	<div><div></div><div></div><div></div></div>	27%	24%	49%	0%	0%	113/121	
	Fall Window	<div><div></div><div></div><div></div></div>	2%	4%	94%	0%	0%		
Grade 1	Most Recent	<div><div></div><div></div><div></div><div></div></div>	25%	18%	56%	1%	0%	137/152	
	Fall Window	<div><div></div><div></div><div></div><div></div></div>	1%	2%	79%	18%	0%		
Grade 2	Most Recent	<div><div></div><div></div><div></div><div></div></div>	12%	15%	60%	13%	0%	143/151	
	Fall Window	<div><div></div><div></div><div></div><div></div></div>	2%	1%	45%	51%	0%		

Multi	Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	<div><div></div></div> 91%	44%	<div><div></div></div> 74%	33%	50%	119/121
Grade 1	<div><div></div></div> 107%	58%	<div><div></div></div> 81%	26%	57%	146/152
Grade 2	<div><div></div></div> 93%	47%	<div><div></div></div> 62%	17%	57%	148/151



Preliminary STAAR scores showed a drop in 3rd grade math and reading but significant improvement in 4th and 5th grade math and reading. Science remained fairly steady but very low.

23-24 Spring G3 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
STATE	393618	68%	40%	15%	41%
Region 19	10735	70%	38%	12%	40%
RSE	88	69%	31%	11%	37%
MVE	76	67%	28%	7%	34%
CTW	111	60%	32%	5%	32%
Clint ISD	737	58%	26%	5%	30%
DHE	166	57%	25%	5%	29%
WDS	140	54%	26%	5%	28%
FME	156	54%	23%	1%	26%

23-24 Spring G3 RLA					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
Region 19	10729	75%	46%	19%	47%
STATE	393539	72%	46%	19%	46%
RSE	88	75%	34%	17%	42%
MVE	76	68%	38%	11%	39%
CTW	109	69%	35%	10%	38%
WDS	140	67%	32%	11%	37%
Clint ISD	735	65%	32%	11%	36%
DHE	166	63%	30%	12%	35%
FME	156	57%	26%	6%	30%

23-24 Spring G4 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
Region 19	10738	69%	45%	19%	44%
STATE	392741	67%	44%	20%	43%
RSE	88	70%	41%	15%	42%
CTW	112	68%	42%	10%	40%
FME	135	64%	37%	14%	39%
DHE	150	65%	34%	9%	36%
Clint ISD	701	62%	33%	11%	35%
MVE	69	65%	22%	10%	32%
WDS	148	46%	22%	11%	26%

23-24 Spring G4 RLA					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
Region 19	10728	80%	50%	21%	50%
STATE	393331	79%	49%	22%	50%
RSE	90	78%	49%	20%	49%
FME	135	73%	45%	13%	44%
DHE	150	78%	39%	13%	43%
Clint ISD	700	73%	40%	14%	42%
CTW	111	72%	39%	14%	42%
MVE	69	70%	36%	10%	39%
WDS	146	69%	32%	12%	37%

23-24 Spring G5 Math					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
MVE	72	90%	69%	22%	61%
DHE	133	81%	52%	20%	51%
Region 19	10974	80%	49%	16%	48%
STATE	391870	75%	48%	19%	47%
WDS	151	77%	48%	15%	47%
RSE	86	70%	53%	14%	46%
Clint ISD	724	76%	48%	14%	46%
FME	141	75%	43%	8%	42%
CTW	142	65%	33%	7%	35%

23-24 Spring G5 RLA					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
MVE	71	83%	58%	25%	55%
DHE	133	78%	59%	23%	53%
Region 19	10964	80%	53%	26%	53%
STATE	393515	77%	53%	28%	52%
WDS	151	76%	53%	22%	50%
Clint ISD	721	75%	49%	21%	48%
RSE	86	73%	45%	23%	47%
FME	141	75%	46%	20%	47%
CTW	140	69%	36%	13%	39%

23-24 Spring G5 Science					
	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Overall Student Achievement
STATE	393620	56%	26%	11%	31%
MVE	72	60%	22%	6%	29%
Region 19	10966	55%	22%	7%	28%
RSE	86	50%	19%	9%	26%
WDS	151	48%	17%	4%	23%
DHE	131	48%	14%	5%	22%
Clint ISD	720	44%	14%	4%	21%
FME	141	36%	13%	1%	17%
CTW	140	34%	5%	1%	14%

For STAAR growth in 4th and 5th grade math, a majority of students made progress from their previous STAAR score. Preliminary accountability reports are predicting FME will have an A for Domain 2B: Student Growth

Part A: Annual Growth Points							
Prior Year	Current Year Performance						Total
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
Low Did Not Meet Grade Level	30	39	21	10	5	0	105
High Did Not Meet Grade Level	15	26	22	16	23	2	104
Low Approaches Grade Level	5	16	13	21	27	5	87
High Approaches Grade Level	0	4	8	16	41	10	79
Meets Grade Level	0	1	3	9	62	41	116
Masters Grade Level	0	0	0	0	5	15	20
Total	50	86	67	72	163	73	511

Student Learning Strengths

While student achievement is lagging behind, student growth shows that students are making progress throughout the school year. Dual language data from mClass shows that students are moving along toward the district goal of true biliteracy. STAAR Growth showed that majority of students met or exceeded their STAAR growth from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are making growth, however, achievement is still lagging behind.

Root Cause: Students are not receiving proper interventions to help close the gaps.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

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

FME has an outstanding team of two counselors that harmonize very well and work together to synchronize family activities, meetings, trainings, and to ensure that the campus community is well informed of our campus initiatives and goals. Both counselors are responsible for serving all our at-risk populations and to pursue different ways to bring in the local business members and the FME community to better provide and be at service of our Eagle students at FME.

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

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

This school year our two curriculum coaches have continued to support all our teachers on campus through coaching one on one, lesson preparation, modeling of lessons and providing any additional teacher requested supports. One coach was

designated Prek-5th for Math and Science and one coach was designated PK -5th grade for Reading and Social Studies. Each coach worked closely with all teachers and within their respective content areas by providing and modeling best practices for the improvement of student academic levels in all core subjects.

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

Academically, the campus has embarked on a journey of teacher and staff coaching. We began last year working with teachers more intensely to improve instruction in their classrooms. The admin team also participated in several instructional rounds where the administrators were guest teachers and taught some math lessons. As the year went on, admin learned to be more participatory in classrooms to work with both students and teachers. This change had a big positive impact on instruction. Moving into the 2024-2025 school year, we are going to continue coaching teachers. Teachers will be given the opportunity to participate in instructional rounds to observe best practices in other classrooms. Admin will work to participate more in classroom instruction.

Reading and writing will be a big focus for the upcoming school year. We plan to tie reading and writing into all subjects throughout the day to give students more reading practice throughout the day. We will also host various literacy-inspired parental activities throughout the year to involve families and show them how to work with their kids at home. The campus will continue to use AR as a means for students to compete for prizes by reading books and taking AR tests. This platform will also provide us access to online books students can access on their chromebooks.

All students from PK up to 5th grade will continue to receive a chromebook to use in the classroom. This will allow more integration of technology applications throughout the year. Teachers also have their devices, with a laptop refresh of a 3-year cycle to ensure teacher technology is able to handle the demands of a 21st century classroom.

School Processes & Programs Strengths

Program Strengths:

Lesson internalization was a big focus of PLC meetings for the past school year. Because of the implementation of HQIM (HMH for reading and Eureka for math) teachers needed more support in internalizing the lessons and ensuring parts of the lesson are taught correctly. PLCs have been reformatted to a more collaborative process to allow the sharing of ideas.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Average daily attendance is currently at 94%. While it was an increase from the previous year, it still does not meet the district goal of 96% or better.

Root Cause: Inconsistent Follow-up on attendance concerns. Inadequate parent education on the necessity of attendance including information on compulsory attendance and the impact of absences on performance.

Perceptions

Perceptions Summary

Perception Summary:

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

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder patterns counselors and CIS coordinators. Due to budget cuts, we will be losing our CIS coordinator, however, we will still continue to host parent sessions. Frank Macias Elementary will continue to expand and enrich parents knowledge through literacy nights, STAAR Math and Reading nights and different parent engagement activities.

Values & Beliefs:

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

CORE VALUES

We Are

- Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.
- Learner-centered by ensuring that all students receive quality teaching and engaging instruction.
- Innovative in using global thinking and technology to empower students to become lifelong learners.

- **Nurturing** by creating an educational environment where all students are socially and emotionally supported, safe, and valued.
- **Transparent** through open communication, leadership, accountability and integrity.

Independent School District

#WeareCLINTISD

Perceptions Strengths

Communication between FME and parents has strengthened throughout the year. We post on Class Dojo and social media when urgent information needs to be sent out. Parents are quickly able to comment back and forth with admin and campus staff.

Our goal for the upcoming school year is to send information out in a more timely manner to allow parents ample time to attend school events with their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent are misinformed on what and how students are learning with the Math, Reading, Writing and Science contents.

Root Cause: Parents lack the skills on how to help their child at home with the Math, Reading, Writing and Science contents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: At FME, all student groups and student sub groups (ELL, SpEd, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will make a minimum of 10 percentage point increase in approaches, meets, and masters on the STAAR Math, Reading, and Science test. Additionally, a minimum of 70% of eligible students will show growth from their previous year.

High Priority

- Evaluation Data Sources:** a) MAP Growth tests
b) STAAR
c) TELPAS
d) Checkpoints 4 and 9 weeks
e) STAAR Interim
f) District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
<p>Strategy 1: Students will be provided with Tier 2 instruction to include the addition of intervention paraprofessionals to service certain classes/grades as well as the opportunity to attend tutoring before school, after school, during intersession, and on Saturday camps and being provided transportation. Extra duty pay will be provided for tutoring and planning purposes.</p> <p>Strategy's Expected Result/Impact: Student data will show increases in TEKS being targeted.</p> <p>Staff Responsible for Monitoring: Admin Curriculum Coaches Teachers</p> <p>Funding Sources: Extra Duty Pay for Teachers - 211 ESEA, TI A IMP - \$75,000, Salaries for 3 intervention aides - 211 ESEA, TI A IMP - \$60,000</p>	<div><div></div><div>25%</div></div> <p>Some Progress</p>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Performance Objective 2: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Science STAAR a 80% Approaches, 60% Meets level and 30% Masters level for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Result/Impact

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase, implement, and train on: electronic science applications, instructional materials, lesson materials, and resources such as: video streaming through StemScopes, Edusmart and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science. FME will purchase Science materials for students to apply Science and Social Studies concepts through PBL, Performance Based Learning projects/presentations. Teachers will also attend science-based trainings to enhance their knowledge of science TEKS.</p> <p>Strategy's Expected Result/Impact: Result/Impact</p> <ul style="list-style-type: none"> a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Science Lab-Students Hands-on Experimentation f. Makerspace Institute - Student Hands-on Experimentation g. STAAR Interim <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers District Science Coordinator Campus Science Leads</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,500, - 211 ESEA, TI A IMP - \$11,500</p>	Formative			Summative
	Sept	Nov	Feb	May
	<div data-bbox="1444 816 1549 914"> </div> <p>No Progress</p>			

Strategy 2 Details		Reviews			
Strategy 2: Purchase non-consumable and consumable materials for each grade level science lab. Provide appropriate funding to purchase lab materials for the lab and classroom. Strategy's Expected Result/Impact: Result/Impact a. 4 & 9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Unit Assessment Data (Eduphoria) f. Science Labs- Student Hands-On Experimentation Makerspace Institute - Student Hands-On Experimentation g. STAAR Interim Staff Responsible for Monitoring: Campus Admin. Teachers Science Lead Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$2,500, - 211 ESEA, TI A IMP - \$11,500		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			
Strategy 3 Details		Reviews			
Strategy 3: Provide field trips and virtual field trip experiences (when applicable) aligned to science TEKS Resource System in order to build background knowledge for students to relate to concepts in real life applications. Strategy's Expected Result/Impact: a. Purchase Order Reports b. Field Trip requests c. PLC Thursdays d. STAAR e. STAAR Interim f. 4 & 9 Checkpoint Assessment Data (Eduphoria) g. Performance Assessments via the ITRS h. STAAR i. STAAR Interim Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Science Lead Teachers ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$5,525		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts. Materials to include transportation cost, registration fees, purchase meals for students when participating in competition on weekends or non-school hours. Students will participate and compete in the district's Robotics Program: Bee Bots for PK students, WeDo2.0 for 2nd and 3rd.</p> <p>Strategy's Expected Result/Impact: a. Campus displays b. District Competition c. Purchase Orders Reports d. Student Products and reflections</p> <p>Staff Responsible for Monitoring: Campus Admin Technology Coach Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - \$7,464, - 281 TITLE IV, PART A SSAEP - \$6,800</p>	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Staff and students will monitor progress using performance measures such as: goal setting, data folders, progress reports, 4 and 9 week checkpoint assessments, mClass/Amplify data and screening tools to provide interventions and enrichment activities to address the individual needs of students.

High Priority

- Evaluation Data Sources:** a. mClass/Amplify
b. I-Ready Math Assessment
c. STAAR
d. TELPAS
3. mClass/Amplify

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide EL SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: After-School Acceleration (3-5 STAAR Acceleration) Enrichment/Reading Computer Lab, Intercession Acceleration and Summer School.</p> <p>Strategy's Expected Result/Impact: a)At-Risk Report b) At Risk Folder/Documentation c)Walk-Throughs d) Running Records e) 4 and 9 Week Assessments f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) mClass/Amplify j) PBL - Integrating Science and Social Studies</p> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach, Teachers, Support Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$18,015, - 263 ESEA, TIII LEP - \$3,000, - 211 ESEA, TI A IMP - 211 - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>Some Progress</p>			

Strategy 2 Details		Reviews			
Strategy 2: Implement a skills based acceleration and enrichment program based on assessment results during the school day, after school and in-person, Saturdays and during Summer acceleration. The focus will be to gain mastery on the core content skills and TEKS, to include reading, math, writing (editing and revising) and science. Strategy's Expected Result/Impact: a)At-Risk Report b) At Risk Folder/Documentation c) Running Records d) Walk-Throughs e) 4 & 9 Checkpoint Data (Eduphoria) f) Writing Portfolios g)Teacher Reports (Grade level Mtgs) h) mClass-Amplify Staff Responsible for Monitoring: Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$43,300, - 199 GENERAL FUND - \$12,000, - 282 ESSER III - \$38,500		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities that will enrich student learning such as UIL, science expos, robotics, Makerspace Institute & STEAM challenges. Purchase technology for students to use for video innovation, animation and videography. This includes providing students with meals and snacks during competition days, such as; robotics and UIL, jobs on campus, after school and during school clubs, along with intramurals sports. Strategy's Expected Result/Impact: a) Number of Students participating/parental permissions b) Surveys Staff Responsible for Monitoring: All Staff ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND, - 211 ESEA, TI A IMP - \$1,000		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			

Strategy 4 Details		Reviews			
Strategy 4: Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study. Strategy's Expected Result/Impact: a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports Staff Responsible for Monitoring: Campus Admin. Teachers Campus Secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - 199.11.6494.00.105.0.30.000 - \$6,000		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Purchase instructional materials for GT and DIS students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills. Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study. Strategy's Expected Result/Impact: a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination c)Gains in performance on STAAR Staff Responsible for Monitoring: GT Teacher Campus Admin ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$700		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, EL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, La Cosecha, AVID , PLC Institute, Blue Ribbon Schools of Excellence etc. Strategy's Expected Result/Impact: a)Purchase Order Reports b) Registrations and completion documents and certificates Staff Responsible for Monitoring: Campus Admin Curriculum Coach Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$4,000, - 199 GENERAL FUND - \$5,000	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Provide support with alignment of TEKS Resource System to our curriculum and instruction to improve student performance. The campus will adopt and purchase materials such as book bags, writing pocket folders, timers and other materials in English and Spanish to reinforce and supplement the Science of Teaching Reading to align TRS/State Standards and support district initiatives. Materials to include Think UP, and other STAAR prep resources. Strategy's Expected Result/Impact: a) Lessons plans b) Performance Assessments c) STAAR D)Book of the Month Staff Responsible for Monitoring: Teachers Curriculum Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$30,000, - 211 ESEA, TI A IMP - \$15,000	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

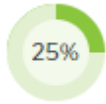
Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

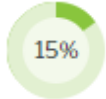
Performance Objective 4: With integrated TECHNOLOGY and supplemental instruction using technology all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will make one year's progress on all sections of the STAAR during the 2024-2025 academic year.

High Priority

- Evaluation Data Sources:** Result/Impact
- a. STAAR
 - b. STAAR Interim
 - c. 4 & 9 Checkpoint Assessment Data (Eduphoria)
 - d. I-Ready
 - e. Campus Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Nov	Feb	May
<p>Strategy 1: Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills. Schedule in and implement Makerspace Institute challenges tied in to the TEKS to support STEAM learning through project based activities. Purchase laptops, computers, 3D printers, chargers, classroom keyboards, microphones and I-pads to support coding, movie making, graphic design, music production, and engineering instruction. Additionally, an E-sports lab will be set up in the library to accommodate students to compete in e-sports to include the necessary wiring and cabling to run all equipment.</p> <p>Strategy's Expected Result/Impact: STaR Chart Report</p> <p>Purchase Order Reports</p> <p>TRS</p> <p>Walk-through data</p> <p>Student projects and products</p> <p>STAAR</p> <p>STAAR Interim</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>CTC</p> <p>Curriculum Coaches</p> <p>Teachers</p> <p>ESF Levers:</p> <p>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$32,000, E-sports material - 211 ESEA, TI A IMP - 211 E 11 6391 - \$18,000</p>	<div><div>0%</div></div> <p>No Progress</p>			

Strategy 2 Details		Reviews			
Strategy 2: Maintain computers in classrooms, the Makerspace Institute and Eddie's Exploratorium/STEAM Library (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards. Strategy's Expected Result/Impact: a. Technology Inventory b. Purchase Order Reports c. STAAR Report d. STAAR Interim e. Students products and projects Staff Responsible for Monitoring: Campus Admin CampusTechnology Coach Curriculum Coaches Teachers Librarian ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$1,100		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			
Strategy 3 Details		Reviews			
Strategy 3: Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support in the areas of reading, math, writing, and science. This includes the purchase of Interactive TV monitors, mini pc's, printers, I-pads, mini keyboards, chargers, speakers, robots, robotic expansion kits, headphones, toner for printers and general supplies. Additionally, the purchasing of Nearpod, Accelerated Reader, Think up, Sirius, STEM Scopes and Edusmart. Strategy's Expected Result/Impact: a. Purchase Order Reports b. TRS alignment c. Walk-throughs d. Lesson Plans Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$40,000, - 199 GENERAL FUND - \$20,000		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators. Strategy's Expected Result/Impact: STAAR Report Eduphoria Sign in sheets Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$7,000, - 211 ESEA, TI A IMP - \$3,000		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			
Strategy 5 Details		Reviews			
Strategy 5: Provide all students with 1:1 devices using Chromebooks or iPads. Strategy's Expected Result/Impact: Technology Inventory Report Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian Funding Sources: - 211 ESEA, TI A IMP - \$12,000		Formative			Summative
		Sept	Nov	Feb	May
		 Accomplished	 Accomplished	 Accomplished	
Strategy 6 Details		Reviews			
Strategy 6: Purchase Laptops for new teachers and the remaining teachers with laptops older than three years old. Purchase laptop chargers & docking station to replace lost / broken, or not working. Strategy's Expected Result/Impact: Teachers effectively lesson planning with flawless integration of technology. Staff Responsible for Monitoring: Technology Coach Campus Admin. Librarian ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 ESEA, TI A IMP - \$20,700		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			



No Progress



Accomplished



Continue/Modify



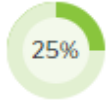
Discontinue

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

Performance Objective 5: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state FITNESS requirements in 2024-2025 school year.

Evaluation Data Sources: Fitness gram
Surveys

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

Strategy 3 Details	Reviews			
Strategy 3: Promote tobacco, alcohol, and drug prevention through "Say No to Drugs" week. Strategy's Expected Result/Impact: a. Calendar of Activities b. Lesson Plans Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			
Strategy 4 Details	Reviews			
Strategy 4: Integrate PBIS, Positive Behavior, Intervention and Supports, program into PE instruction and campus-wide activities. Strategy's Expected Result/Impact: a. A decrease in PE and campus-wide activities injuries. b. A decrease in PE and campus-wide behavior referrals. Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: The campus will provide challenges and incentives to increase student attendance through goal setting and positive choice making. This year our attendance goal is set at 98% for all students on campus.

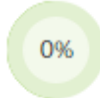
- High Priority**
- Evaluation Data Sources:** 1) Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.
2) Implementation of the district truancy plan.

Strategy 1 Details	Reviews			
Strategy 1: Incentives will be used to motivate students to attend school to maintain a 98% attendance rate on campus. Strategy's Expected Result/Impact: Increased Attendance rates Staff Responsible for Monitoring: Admin PEIMS Clerks ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Feb	May
	<div><div></div><div>15%</div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Performance Objective 7: Frank Macias Elementary will provide music instruction for all students in PK-5th grade to help support the development of listening skills, singing, instruments use, improve math, reading and science and improve academics.

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

Strategy 1 Details	Reviews			
Strategy 1: Frank Macias Elementary will provide extensive music instruction for all Prekindergarten through fifth grade students on a rotating weekly schedule. Strategy's Expected Result/Impact: Calendar of Activities Weekly Rotating schedules Staff Responsible for Monitoring: Campus administrators Curriculum Coaches Music Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 GENERAL FUND - \$1,500	Formative			Summative
	Sept	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
Strategy 2: Purchase music equipment necessary for student music performances and for showcasing for our parents, teachers and school community. Strategy's Expected Result/Impact: Calendar of Activities Purchase Orders Staff Responsible for Monitoring: Music Teacher Campus Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 281 TITLE IV, PART A SSAEP - \$3,000, - 199 GENERAL FUND - \$1,500	Formative			Summative
	Sept	Nov	Feb	May
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriff's Department and the Horizon City Fire and Police Departments. Strategy's Expected Result/Impact: Safety & Security Audits and Inspections Campus Crisis Management Team Evaluations and Meeting Minutes Calendar of Events Teacher Reports (Grade Level Meetings) Staff Responsible for Monitoring: Campus Admin. Security, Counselor, Nurse, Safety/Emergency Team Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Educate staff, parents, and students on safety and visitor procedures, pick-up, drop-off and what to do in the event of an emergency also, and what procedures to follow in an event of an emergency which include: bullying, conflict resolution, discipline management, violence prevention, harassment prevention, suicide prevention. Campus will pay for costs associated with guests presenters presenting these topics to staff, students or parents. Strategy's Expected Result/Impact: safety and Security Audits and Inspections Campus Crisis Management Team Evaluations Meeting Minutes Staff Responsible for Monitoring: Campus Admin. Security Counselor School Resource Officer ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND	Formative			Summative
	Sept	Nov	Feb	May
	 35% Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Establish a safety and crisis management team that will meet, review and evaluate procedures each semester. Strategy's Expected Result/Impact: Safety/Security Audits and Inspections Campus Crisis Management Team Evaluations and Meetings Minutes Staff Responsible for Monitoring: Campus Admin, Security, Nurse, Safety and Emergency Team Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
	 25% Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Train staff in first aid, CPR, medical screenings and use of AED's. Identify them on an evacuation map. Strategy's Expected Result/Impact: Calendar of Activities/Safety Security Audits and Inspections Campus Crisis Management Team Evaluation/Minutes Staff Responsible for Monitoring: Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
	 0% No Progress			
Strategy 5 Details	Reviews			
Strategy 5: PBIS / SEL will continue to be integrated into the daily instruction and into individual social behavior. Counselors will provide PBIS and SEL lessons to teachers and students. Campus will purchase PBIS / SEL supplemental and general supplies, teacher and student resources, and pay for other costs needed to promote positive behavior and culture in campus. Provide teachers/staff with professional development and staff development trainings to help with their students SEL needs. Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - \$21,481	Formative			Summative
	Sept	Nov	Feb	May
	 30% Some Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community. Through PBIS a consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	 <p>25%</p> <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Frank Macias Elementary will adhere to all budget guidelines in order to spend all allocated monies. Strategy's Expected Result/Impact: The budget will be utilized for the campus needs. Staff Responsible for Monitoring: Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coachy	Formative			Summative
	Sept	Nov	Feb	May
	<div><div></div></div> <div>30%</div> <div>Some Progress</div>			
Strategy 2 Details	Reviews			
Strategy 2: Frank Macias Elementary will maintain an attendance rating of at least 97% throughout the entire year. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk, Counselor, Communitites in Schools Representative	Formative			Summative
	Sept	Nov	Feb	May
	<div><div></div></div> <div>30%</div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

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

High Priority

Evaluation Data Sources: Teacher retention

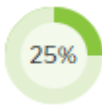
Strategy 1 Details		Reviews			
Strategy 1: Ensure that all teachers are certified in the appropriate subject or grade. Strategy's Expected Result/Impact: a) SBEC b) Personnel Reports Staff Responsible for Monitoring: Campus Admin.		Formative			Summative
		Sept	Nov	Feb	May
		<div><div></div><div>100%</div></div> Accomplished	<div><div></div><div>100%</div></div> Accomplished	<div><div></div><div>100%</div></div> Accomplished	
Strategy 2 Details		Reviews			
Strategy 2: Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions. Strategy's Expected Result/Impact: a) SBEC b) Job Fair Sign In Sheets Staff Responsible for Monitoring: Campus Admin.		Formative			Summative
		Sept	Nov	Feb	May
		<div><div></div><div>25%</div></div> Some Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and materials to all staff members to retain highly qualified teachers to include offsite PD in support of SEL Activities & campus initiatives. Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters Staff Responsible for Monitoring: Campus Admin. Curriculum Coach ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 GENERAL FUND - \$7,000, - 211 ESEA, TI A IMP - \$1,300	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD. Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: substitutes for TEKS Academies - 211 ESEA, TI A IMP - \$23,466.59, - 211 ESEA, TI A IMP - \$30,000	Formative			Summative
	Sept	Nov	Feb	May
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

High Priority

Evaluation Data Sources: Title I Crate

Program Checklist

Survey

Feedback Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition). Provide light snacks to parents during Parent Engagement meetings.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Survey Data Student Data (all sources to identify needs)</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coaches Counselor s Librarian Nurse Communities in Schools personnel PBIS Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$3,145</p>	Formative			Summative
	Sept	Nov	Feb	May
	<div data-bbox="1444 667 1549 764">0%</div> <p>No Progress</p>			

Strategy 2 Details		Reviews			
Strategy 2: Communicate with newsletters, website, ClassDojo, Facebook, Twitter, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish. Strategy's Expected Result/Impact: Survey Data Communication Logs Staff Responsible for Monitoring: Campus Admin. Teachers Nurse Counselor Communities in Schools personnel Technology Teacher		Formative			Summative
		Sept	Nov	Feb	May
		 25% Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Inform parents of student progress through timely conferences, notes, Teacher/Parent Nights, progress reports, ClassDojo, Skyward Parent Portal, phone calls and RtI communication. Strategy's Expected Result/Impact: Survey Data Sign in sheets Communication logs Staff Responsible for Monitoring: Campus Administration Teachers Office staff Counselors Communities in Schools personnel Technology Teacher Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
		 50% Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions and work with their child(ren) on a daily basis .PFE Representative and parents will have the opportunity to attend the Annual PFE Statewide Conference to increase parental family engagement at the campus and to learn new ideas and strategies on how to get parents to be more involved with their child's academics. Strategy's Expected Result/Impact: Volunteer Report Communication Logs Staff Responsible for Monitoring: Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 ESEA, TI A IMP - \$7,000		Formative			Summative
		Sept	Nov	Feb	May
		 Some Progress			
Strategy 5 Details		Reviews			
Strategy 5: Provide transition activities for Head Start/PK students and parents, middle school transition visits for 5th grade students, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs. Strategy's Expected Result/Impact: Survey Data Communication Portfolio Head Start Calendar Staff Responsible for Monitoring: Campus Admin. Counselor Communities in Schools personnel Additional Targeted Support Strategy		Formative			Summative
		Sept	Nov	Feb	May
		 No Progress			

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

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

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

High Priority

Evaluation Data Sources: Title I Crate
Agendas and Attendance
Parent Surveys
Program Checklist

Strategy 1 Details		Reviews			
Strategy 1: The campus will invite parents in grades 3rd, 4th and 5th to a Math, Reading and Science STAAR Night. Teachers will show parents how to work with their students at home. Strategy's Expected Result/Impact: Increase in Math, Reading, and Science STAAR Scores. 4 and 9 Week Checkpoints. TELPAS Staff Responsible for Monitoring: Administration Curriculum Coaches Teachers Counselors CIS Coordinator Librarian ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Feb	May
		<div><div>0%</div><div>No Progress</div></div>			
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>					

State Compensatory

Budget for Frank Macias Elementary

Total SCE Funds: \$182,470.06

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

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

Personnel for Frank Macias Elementary

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

Title I

Title I Personnel

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

Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,500.00
1	2	2			\$2,500.00
1	2	3			\$5,525.00
1	2	4			\$7,464.00
1	3	1			\$18,015.00
1	3	2			\$12,000.00
1	3	3			\$0.00
1	3	4		199.11.6494.00.105.0.30.000	\$6,000.00
1	3	5			\$700.00
1	3	6			\$5,000.00
1	3	7			\$30,000.00
1	4	2			\$1,100.00
1	4	3			\$20,000.00
1	4	4			\$7,000.00
1	7	1			\$1,500.00
1	7	2			\$1,500.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	5			\$21,481.00
4	2	1			\$7,000.00
Sub-Total					\$148,285.00
211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries for 3 intervention aides		\$60,000.00
1	1	1	Extra Duty Pay for Teachers		\$75,000.00
1	2	1			\$11,500.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$11,500.00
1	2	4			\$7,500.00
1	3	1		211	\$2,000.00
1	3	2			\$43,300.00
1	3	3			\$1,000.00
1	3	6			\$4,000.00
1	3	7			\$15,000.00
1	4	1	E-sports material	211 E 11 6391	\$18,000.00
1	4	1			\$32,000.00
1	4	3			\$40,000.00
1	4	4			\$3,000.00
1	4	5			\$12,000.00
1	4	6			\$20,700.00
2	1	5			\$7,500.00
4	2	1			\$1,300.00
4	2	2	substitutes for TEKS Academies		\$23,466.59
4	2	2			\$30,000.00
5	1	1			\$3,145.00
5	1	4			\$7,000.00
5	1	6			\$6,000.00
5	1	7			\$660.00
Sub-Total					\$435,571.59
263 ESEA, TIII LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$3,000.00
Sub-Total					\$3,000.00
281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$6,800.00
1	7	2			\$3,000.00

281 TITLE IV, PART A SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$9,800.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$38,500.00
Sub-Total					\$38,500.00