

# Clint Independent School District

## Frank Macias Elementary

### 2018-2019 Goals/Performance Objectives/Strategies



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# Goals

Revised/Approved: October 16, 2015

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

**Performance Objective 1:** FME will reduce the gap between all sub-populations (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population within 5% and attain an 80% passing rate (minimum) in Reading for the 2018-19 academic year.

### Evaluation Data Source(s) 1: I-STATION


STAAR  
 TELPAS  
 Checkpoints  
 Formative Assessments  
 Performance Assessments  
 System 44

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7  1) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.	3.1	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records				
Funding Sources: 199 GENERAL FUND - 0.00							

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy</p>	3.1	Campus Admin. Curriculum Coach	DRA/EDL I-Station TELPAS STAAR				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>3) Maintain a 90 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.</p>	3.1	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>4) Purchase materials in English/ Spanish and provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading texts (hard copy and e-book), guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Use chart tablets to provide anchor charts to model concepts for students. Use vis a vis markers and sheet protectors for differentiated instruction to support reading.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Purchase Order Reports Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR STAAR Interim (TEA)				
Funding Sources: 199 GENERAL FUND - 18015.00, 211 ESEA, TI A IMP - 23466.59							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4</p> <p>5) Provided supplemental support and intervention in components of balanced literacy with a primary focus on phonological awareness and phonics as they impact reading through System 44 support.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers System 44 teacher	Purchase Order Reports End of Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR System 44 reports				
Funding Sources: 211 ESEA, TI A IMP - 0.00							

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Assess students using I-Station, Scholastic Reading Inventory, DRA/EDL and other assessments to identify interventions and enrichment instruction based on individual needs Assessment will provide guided instruction at the student's individual reading level.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Unit Assessment Data (Eduphoria) I-Station TELPAS STAAR DRA/EDL data Running Records				
Funding Sources: 211 ESEA, TI A IMP - 23466.59, 199 GENERAL FUND - 1150.00							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Ensure alignment between TRS IFD and customized YAG to develop and plan instructional lessons (during PLCs) utilizing district template to ensure spiral reviews and maintain rigor within the lessons.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Year At a Glance b) TRS IFD c) Lesson plans d) Unit Assessment Data (Eduphoria)				
Funding Sources: 211 ESEA, TI A IMP - 16014.00							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>8) Provide training, modeling, and coaching for Balanced Literacy. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Balanced Literacy implementation, and providing effective student interventions. Administrative, Instructional Coach and teacher participation in training and conferences to support district and campus initiatives . (NABE, TEPSA, AIE, Las Cosechas, or others)</p>	2.4, 2.5, 2.6	Campus and District Admin Curriculum Coach	Unit Assessment Data (Eduphoria) PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs				
Funding Sources: 199 GENERAL FUND - 4500.00							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 7</p> <p>9) Provide training, modeling, and coaching for Balanced Literacy to include Siedlitz strategies, Balanced Literacy instruction for lead team, and others.</p>	2.4, 2.5, 2.6	Campus Curriculum Coach and Admin, District Admin.	Formative assessment data PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs for implementation Sign-in sheets				
Funding Sources: 211 ESEA, TI A IMP - 2200.00, 199 GENERAL FUND - 1150.00							

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7  10) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Central Office Staff	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records				
	Funding Sources: 255 ESEA, TIIA, TPTR - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7  11) Implement Balanced Literacy Model using the Fountas and Pinnell texts to include: a) Read Alouds b)Independent Reading c)Shared Reading d)Phonemic Awareness and Phonics e) Guided Reading h) Vocabulary f) Reading Conferences g) Fluency and Comprehension h) Dictado/Dictation	2.4, 2.5, 2.6	Campus Admin Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities				
	Problem Statements: Student Achievement 1, 2 Funding Sources: 255 ESEA, TIIA, TPTR - 0.00, 211 ESEA, TI A IMP - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b>  12) Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension	2.4, 2.5, 2.6	Admin System 44 Teacher	Student sign ins Budget				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b>  13) Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 62 students.	2.4, 2.5, 2.6	System 44 teacher Admin Budget Clerk	sign in Student progress logs				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 1:** ELLs across all grade levels have a \_\_\_% pass rate on STAAR reading. Scores have increased/decreased \_\_\_% over the past three years. **Root Cause 1:** Students identified in sub-populations including; Hispanic, Economically Disadvantaged, English Language Learners, Special Education were below 60% in writing on 2017 STAAR Assessment

**Problem Statement 2:** Students served through Special Education across all grade levels have a \_\_\_% pass rate on STAAR reading. Scores have increased /decreased \_\_\_% over the past three years. **Root Cause 2:** Inconsistent instructional strategies and supports based on student need.

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

**Performance Objective 2:** FME will reduce the gap between all sub-populations (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population within 5% and attain an 80% passing rate (minimum) in Writing for the 2018-19 academic year.

**Evaluation Data Source(s) 2:** STAAR

TELPAS

Checkpoints







Formative Assessments

Performance Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      1) Follow implementation of Writer's Workshop utilizing resources such as Empowering Writers, Thinking Maps, and Balanced Literacy materials/programs in conjunction with TRS to align with the writing TEKS .</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Meetings				
Funding Sources: 211 ESEA, TI A IMP - 23466.59							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions				
Funding Sources: 199 GENERAL FUND - 0.00							



<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>3) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Admin. Curriculum Coach Teachers</p>	<p>Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions</p>				
<p>Funding Sources: 211 ESEA, TI A IMP - 0.00</p>							
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**Performance Objective 3:** FME will reduce the gap between all sub-populations (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population within 5% and attain an 80% passing rate (minimum) in Math for the 2018-19 academic year.

**Evaluation Data Source(s) 3: STAAR**

Checkpoints

Formative Assessments

Performance Assessments

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      1) Use TRS YAG and IFD to plan lessons in all areas of the math TEKS with emphasis on: addition and subtraction w/whole numbers and decimals, multiplication and division, and underlying processes and mathematical tools (problem solving embedded).</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1                      2) Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>                      3) Target Reading and decoding skills of LEP students to improve comprehension on math problems and directions to include math vocabulary skills. Purchase materials to prepare and support more rigorous Math TEKS instruction in grades 1-5, Mentoring Minds, I station Math, &amp; Reasoning Minds etc...</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Central Office Staff	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
Funding Sources: 211 ESEA, TI A IMP - 24300.00							

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) Utilize a variety of digital and hard copy materials to support mathematics in all reporting categories. (including Google Classroom, iPad APPS, software subscriptions, etc.)	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
	Funding Sources: 199 GENERAL FUND - 1675.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 5) Utilize unit and common assessments to measure student mastery while following TRS and customized YAG during TRS TEKS Academies	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				

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

**Performance Objective 4:** FME will reduce the gap between all sub-populations (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population within 5% and attain an 80% passing rate (minimum) in Science for the 2018-19 academic year.

**Evaluation Data Source(s) 4:** STAAR

- Checkpoints
- Formative Assessments
- Performance Assessments
- Participation in Science Expo
- Portfolios

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into ESL and reading/language arts. Partner with Region 19 to extend the teaching with science materials.	2.4, 2.5, 2.6	Campus Admin. Teachers Dist. Coord. Campus Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans				
				Funding Sources: 199 GENERAL FUND - 0.00			
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders.	2.4, 2.5, 2.6	Campus Admin. Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records				
				Funding Sources: 211 ESEA, TI A IMP - 0.00			
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.	2.4, 2.5, 2.6	Campus Admin. Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records				
				Funding Sources: 199 GENERAL FUND - 7464.00			

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Follow TRS IFD &amp; YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans Purchasing records				
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Provide field trips and virtual field trip experiences aligned to science TEKS and TRS YAG's in order to build background knowledge for students to relate to concepts in real life applications.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	Purchase Order Reports Field Trip requests Learning Thursdays Student products and reflections				
Funding Sources: 199 GENERAL FUND - 5525.00							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Provide materials to support Performance Assessment aligned to the the STARR / TEKS at each grade level. Materials may include poster board and science board for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, broad/chisel tipped colored markers, multidimensional display mechanisms, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	Campus displays Purchase Order Reports Student products and reflections				
Funding Sources: 211 ESEA, TI A IMP - 23466.59							
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.</p>	2.4, 2.5, 2.6	Campus Admin Curriculum Coach Teachers	Campus displays Purchase Orders Reports Student Products and reflections				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
<p><b>Critical Success Factors</b>  CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts.</p>	2.5	Campus Admin Technology Coach Teachers	Campus displays District Competition Purchase Orders Reports Student Products and reflections				
Funding Sources: 211 ESEA, TI A IMP - 420.00, 199 GENERAL FUND - 7464.00							

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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

**Performance Objective 5:** Staff and students will monitor progress using performance measures such as: goal setting, data folders, progress reports, checkpoint assessments, common assessments, Istation data and screening tools to provide interventions and enrichment activities to address the individual needs of students.

**Evaluation Data Source(s) 5:** I-STATION

DRA/EDL

STAAR

TELPAS

Guided reading Binders

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Identify students for subpopulations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instructions, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading):            Program criteria: *Assessment *Identification *Referral *Placement* Program implementation * Evaluation *Exit Criteria</p>	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
Funding Sources: 199 GENERAL FUND - 8800.00							

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  2) Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring/Saturday School (3-5 STAAR Tutoring) Enrichment/Reading Computer Lab and Summer School	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach, Teachers, Support Teachers	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
	Funding Sources: 199 GENERAL FUND - 18015.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  3) Implement a skills based tutoring and enrichment program based on assessment results. ELL students will receive instruction with an emphasis towards improving English language skills to be successful in math, reading, science, and other subjects... Newcomer and intermediate ELL students will receive support in their native language to build content skills. Implement the use of support aides to provide interventions. Provide the necessary materials and supplies to provide interventions and instruction.	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
	Funding Sources: 211 ESEA, TI A IMP - 23129.00						
4) Provide opportunities that will enrich student learning suchs as UIL, science fair, student activities and jobs on campus, clubs, intramurals.	2.5	All Staff	a) Number of Students participating/parental permissions b) Surveys				
	Funding Sources: 199 GENERAL FUND - 0.00						
5) Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study.	2.5, 2.6	Campus Admin. Teachers	a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports				
	Funding Sources: 199 GENERAL FUND - 450.00						
6) Purchase instructional materials for GT students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	2.5	GT Teacher Campus Admin	a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination...c)Gains in performance on STAAR				
	Funding Sources: 199 GENERAL FUND - 0.00						



<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  7) 10) Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, etc.	2.4, 2.5, 2.6	Campus Admin Curriculum Coach	a)Purchase Order Reports b) Registrations and completion documents and certificates				
	Funding Sources: 199 GENERAL FUND - 0.00						







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

**Performance Objective 6:** With integrated technology and supplemental instruction using technology all student groups and student sub groups (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 2018-19 academic year.

**Evaluation Data Source(s) 6:** STAAR Report

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills.	2.4, 2.5, 2.6	Campus Admin. CTC Teachers	STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.	2.4, 2.5, 2.6	Campus Admin Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS Walk-throughs Lesson Plans Log-In reports				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
<b>Targeted Support Strategy</b> 3) Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support.	2.4, 2.5, 2.6	Campus Admin. Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS alignment Walk-throughs Lesson Plans				
Funding Sources: 211 ESEA, TI A IMP - 11065.00, 199 GENERAL FUND - 0.00							
<b>Targeted Support Strategy</b> 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.	2.4	Campus Admin. Instructional Teachnology Coach Teachers	STAR Report Eduphoria Sign in sheets				
Funding Sources: 199 GENERAL FUND - 2400.00							

<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>5) Provide an interactive approach to instruction to meet students needs for multisensory instruction. Provide the opportunity for learning via the interactive whiteboard, smart tvs, ipads, and chromebooks for economically disadvantaged students to master the TEKS.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Admin. Teachers Instructional Technology Coach</p>	<p>STAR Report Purchase Order Reports TRS alignment Walk-throughs</p>				
<p>Funding Sources: 211 ESEA, TI A IMP - 18400.00</p>							
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

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

**Performance Objective 7:** 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 2018-2019

**Evaluation Data Source(s) 7:** Fitness gram

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 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.	2.4, 2.5, 2.6	Teachers PE Teachers	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Campus Surveys				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Encourage family involvement in health activities such as Community Fitness Friday.	2.4, 2.5, 2.6	Campus Admin. Teachers PE Teachers	Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Promote tobacco, alcohol, and drug prevention.	2.4, 2.5, 2.6	Campus Admin. Teachers PE Teachers Counselors	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Lesson Plans				
<b>Comprehensive Support Strategy</b> 4) Participate in and implement district school health advisory council recommendations and policy changes.	2.4, 2.5, 2.6	Campus Admin. PE Teachers Parents Nurse	Meeting Agendas Meeting Minutes Sign in Sheets				

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

**Performance Objective 8:** The Campus will provide supplemental support and instruction for students to sustain and increase student achievement.


**Evaluation Data Source(s) 8:** I-STATION

STAAR

PK Assessments CLI Engage

TELPAS results

**Summative Evaluation 8:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32	2.4, 2.5, 2.6	Principal, Assistant Principal, Curriculum Coach	Teacher Reports (Grade level Mtgs) Checkpoint Data (Eduphoria) STAAR TAPR/AYP				
							

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

**Performance Objective 9:** The campus will provide challenges and incentives to increase student attendance through goal setting and positive choice making.

**Evaluation Data Source(s) 9:** Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>1) Weekly Challenges for 98% attendance in each classroom.</p> <p>Nine week challenges and incentives for 98% attendance per classroom to include stickers, pencils, ribbons, popcorn, etc.</p> <p>Attendance certificates for Perfect Attendance at 9 weeks, semesters and year.</p>	2.4, 2.5, 2.6	PEIMS/Attendance Clerk Attendance Committee Administration	Increased attendance within and across grade levels.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							







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

**Performance Objective 10:** All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be encouraged to ATTEND SCHOOL, complete school, and proceed to post secondary education. The attendance rate will increase to 97.5%.

**Evaluation Data Source(s) 10:** PEIMS Daily/Weekly/Monthly Attendance Records; TAPR

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Increase ADA to 97.5.% or above	2.4, 2.5, 2.6	Campus Admin. Teachers PBIS Team Attendance Committee	PEIMS Reports				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Implement Career activities through lessons, research, and career week.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Librarian Communities in Schools personnel	Lesson Plans Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Communities in Schools personnel CTC	Lesson Plans Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) Provide a positive learning environment that promotes daily attendance	2.4, 2.5, 2.6	All Campus Staff	Campus Surveys				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 5) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	2.4, 2.5, 2.6	Campus Admin. Teachers Office Staff Nurse Counselor Communities in Schools personnel	Campus Surveys Communication Logs Calendar of Events				

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>6) Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, Pizza parties, coupons, pencils, certificates, and others developed by PBIS Team)</p>	2.4, 2.5, 2.6	Campus Admin. PBIS Team Teachers Office Staff Nurse Counselor Communities in Schools personnel	Communication Logs Purchase Order Reports PEIMS Reports				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>7) Meet with parents for compulsory attendance related issues</p>	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Nurse Attendance Committee	a) Sign In logs b) Meeting/Warning Letter Copies Parent-Student Attendance Contract				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							









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

**Performance Objective 1:** All students and adults will participate in activities that will promote greater safety and security.

**Evaluation Data Source(s) 1:** Campus Crisis Management Plan and Evaluation Questionnaire/Checklist

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p>1) Crisis management team will meet to review and evaluate procedures each semester.</p>	2.6	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
<p><b>Comprehensive Support Strategy</b></p> <p>2) Implement a system to check visitors who do not have a visible visitor pass.</p>	2.5, 2.6	Campus Admin. Office Staff Security, Teachers	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
<p><b>Comprehensive Support Strategy</b></p> <p>3) Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.</p>	2.6	Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
<p><b>Comprehensive Support Strategy</b></p> <p>4) Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus.</p>	2.6	Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes				
<p><b>Comprehensive Support Strategy</b></p> <p>5) Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. Horizon PD and El Paso and Horizon Fire Departments.</p>	2.6	Campus Admin. Security Nurse Safety/Emergency Team, Teachers and staff.	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>6) Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention. Provide select staff with CPI training.</p>	2.4, 2.5, 2.6	Campus Admin. Security, Counselor, CIS personnel.	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes				
<p>Funding Sources: 199 GENERAL FUND - 0.00</p>							

<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p>7) Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.</p>	2.6	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							







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

**Performance Objective 2:** All students will participate in activities and lessons that teach character and healthy living to reduce campus referrals and discipline.

**Evaluation Data Source(s) 2:** TAPR, PEIMS, Safe Drug Free Survey. Bully Prevention/Character classes through counseling department, Training Camps with AP (PBIS initiative)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Red Ribbon Week activities that promote drug free decision making.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselors, CIS personnel.	a) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Terrific Kids and campus award ceremonies celebrating student successes and improvements.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor CIS Personnel	a) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 0.00						
3) Joint activities with HHS, HMS, REJHS, CTW and DHE about positive choices and providing local role models.		Campus Admin. Teachers Counselor	a) Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.	2.4, 2.5, 2.6	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals				
	5) Provide counseling and family services from outside agencies with the assistance of Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help.						
6) Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.	2.4, 2.5, 2.6	Campus Admin., Teachers, and Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities				


<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>7) Celebrate achievements on boards, in hallways and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.</p>	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis	a) Calendar of Activities				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling</p>	2.4, 2.5, 2.6	Campus Administration, CIS Personnel	a) Tutoring schedules b) student tutoring rosters c) lesson plans				
<p>Funding Sources: 211 ESEA, TI A IMP - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>9) Establish and promote a self-care and clean environment in all classrooms to support all student needs.</p>	2.4, 2.5, 2.6	All Staff	Purchase Orders				
<p>Funding Sources: 199 GENERAL FUND - 700.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

**Performance Objective 3:** Teachers will implement/sustain a school wide PBIS system.

**Evaluation Data Source(s) 3:** Fewer discipline referrals throughout the year and especially in the historically heavy months of December, April and May.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) 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.	2.4, 2.5, 2.6, 3.1	Campus Admin. Teachers Counselor PBIS Team	a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home Coffee with the Principal Monthly Meetings				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.	2.4, 2.5, 2.6	Campus Admin., Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Student Incentives: Use Eagle Bucks, The Eagle's Nest Cafe, and Golden Eagle Buck Events.	2.4, 2.5, 2.6	Campus Admin, Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports				
							







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

**Performance Objective 4:** All students will be taught in a facility that is well maintained and equipment is in good repair.

**Evaluation Data Source(s) 4:** Annual facilities reports and needs assessment reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.	2.5, 2.6	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				
<b>Comprehensive Support Strategy</b> 2) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the data room, etc.)	2.6	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 5:** All Teachers and students will have the necessary supplies and materials to provide quality instruction to meet student learning needs.

**Evaluation Data Source(s) 5:** Annual CNA

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, PE materials and equipment, chart tablets.	2.4, 2.5, 2.6	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA				
Funding Sources: 199 GENERAL FUND - 0.00							
							

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

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

**Evaluation Data Source(s) 1:** PR's, CNA, CIP, Campus Budget

**Summative Evaluation 1:**







**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.

**Evaluation Data Source(s) 1:** Teacher retention, TAPR, AYP

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Ensure that all teachers are certified in the appropriate subject or grade.	2.4, 2.5, 2.6	Campus Admin.	a) SBEC b) Personnel Reports				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.	2.4, 2.5, 2.6	Campus Admin.	a) SBEC b) Job Fair Sign In Sheets				
<b>Comprehensive Support Strategy</b> 3) Participate as a teacher preparation site for UTEP, Region 19 and other teacher preparation programs to train interns and have greater opportunity to recruit interns as FME teachers.	2.4, 2.5, 2.6	Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**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.

**Evaluation Data Source(s) 2:** Staff evaluations (T-TESS and professional)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Provide professional development to all staff members to retain highly qualified teachers.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach	Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters				
	Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA,TPTR - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs)				
	Funding Sources: 255 ESEA, TIIA,TPTR - 1578.00, 199 GENERAL FUND - 7464.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Leadership Team will meet Monthly. The team will include the Principal, Assistant Principals, Curriculum Coach, and other members as necessary to evaluate and plan for campus curriculum needs, assessment, and campus structures that need to be adjusted.	2.4, 2.5, 2.6, 3.2	Campus Admin. Curriculum Coach Invited Guest Members	Calendar of Activities Agendas Minutes				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) 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.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets				
	Funding Sources: 211 ESEA, TI A IMP - 23466.59						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

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

**Performance Objective 1:** The campus will increase parental engagement by building a strong partnership with parents. (Monthly Parent Meetings, Parent Workshops, and Parenting Classes)

**Evaluation Data Source(s) 1:** Title I Crate  
Program Checklist  
Survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 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), and technologically	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse Communities in Schools personnel	Calendar of Activities Survey Data Student Data (all sources to identify needs)				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
2) Communicate with newsletters, website, Facebook, Twitter, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish.	3.2	Campus Admin. Teachers Nurse Counselor Communities in Schools personnel	Survey Data Communication Logs				
3) Utilize updated annual Title I Parent/Teacher/Student Compact		Campus Admin. Site Base Team Counselors Communities in Schools personnel	Federal Programs Binder Sign in sheets				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.	3.1, 3.2	Teachers Office staff Counselors Communities in Schools personnel	Survey Data Sign in sheets Communication logs				

<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>5) 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 .</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel	Volunteer Report Communication Logs				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>6) Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.</p>	2.5, 2.6	Campus Admin. Counselor Communities in Schools personnel	Survey Data Communication Portfolio Head Start Calendar				
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>7) 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.</p>	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Calendar of Activities Flyers, Newsletters Sign in Sheets				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>8) Provide parent training to assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets TRS Calendar of Activities Flyers, Newsletters				
<p><b>Targeted Support Strategy</b></p> <p>9) Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement.</p>	3.1, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets Calendar of Activities Flyers, Newsletters				
Funding Sources: 211 ESEA, TI A IMP - 0.00							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.
1	1	2	Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy
1	1	3	Maintain a 90 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.
1	1	4	Purchase materials in English/ Spanish and provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading texts (hard copy and e-book), guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Use chart tablets to provide anchor charts to model concepts for students. Use vis a vis markers and sheet protectors for differentiated instruction to support reading.
1	1	5	Provided supplemental support and intervention in components of balanced literacy with a primary focus on phonological awareness and phonics as they impact reading through System 44 support.
1	1	6	Assess students using I-Station, Scholastic Reading Inventory, DRA/EDL and other assessments to identify interventions and enrichment instruction based on individual needs Assessment will provide guided instruction at the student's individual reading level.
1	1	7	Ensure alignment between TRS IFD and customized YAG to develop and plan instructional lessons (during PLCs) utilizing district template to ensure spiral reviews and maintain rigor within the lessons.
1	1	8	Provide training, modeling, and coaching for Balanced Literacy. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Balanced Literacy implementation, and providing effective student interventions. Administrative, Instructional Coach and teacher participation in training and conferences to support district and campus initiatives . (NABE, TEPSA, AIE, Las Cosechas, or others)
1	1	9	Provide training, modeling, and coaching for Balanced Literacy to include Siedlitz strategies, Balanced Literacy instruction for lead team, and others.
1	1	10	Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.
1	1	11	Implement Balanced Literacy Model using the Fountas and Pinnell texts to include: a) Read Alouds b)Independent Reading c)Shared Reading d)Phonemic Awareness and Phonics e) Guided Reading h) Vocabulary f) Reading Conferences g) Fluency and Comprehension h) Dictado/Dictation
1	1	12	Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension

Goal	Objective	Strategy	Description
1	1	13	Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 62 students.
1	2	1	Follow implementation of Writer's Workshop utilizing resources such as Empowering Writers, Thinking Maps, and Balanced Literacy materials/programs in conjunction with TRS to align with the writing TEKS .
1	2	2	Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.
1	2	3	Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.
1	3	1	Use TRS YAG and IFD to plan lessons in all areas of the math TEKS with emphasis on: addition and subtraction w/whole numbers and decimals, multiplication and division, and underlying processes and mathematical tools (problem solving embedded).
1	3	2	Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.
1	3	3	Target Reading and decoding skills of LEP students to improve comprehension on math problems and directions to include math vocabulary skills. Purchase materials to prepare and support more rigorous Math TEKS instruction in grades 1-5, Mentoring Minds, I station Math, & Reasoning Minds etc...
1	3	4	Utilize a variety of digital and hard copy materials to support mathematics in all reporting categories. (including Google Classroom, iPAD APPS, software subscriptions, etc.)
1	3	5	Utilize unit and common assessments to measure student mastery while following TRS and customized YAG during TRS TEKS Academies
1	4	1	Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into ESL and reading/language arts. Partner with Region 19 to extend the teaching with science materials.
1	4	2	Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders.
1	4	3	Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.
1	4	4	Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.
1	4	5	Provide field trips and virtual field trip experiences aligned to science TEKS and TRS YAG's in order to build background knowledge for students to relate to concepts in real life applications.

Goal	Objective	Strategy	Description
1	4	6	Provide materials to support Performance Assessment aligned to the the STARR / TEKS at each grade level. Materials may include poster board and science board for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, broad/chisel tipped colored markers, multidimensional display mechanisms, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors.
1	4	7	Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.
1	5	1	Identify students for subpopulations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instructions, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading): Program criteria: *Assessment *Identification *Referral *Placement* Program implementation * Evaluation *Exit Criteria
1	5	2	Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring/Saturday School (3-5 STAAR Tutoring) Enrichment/Reading Computer Lab and Summer School
1	5	3	Implement a skills based tutoring and enrichment program based on assessment results. ELL students will receive instruction with an emphasis towards improving English language skills to be successful in math, reading, science, and other subjects... Newcomer and intermediate ELL students will receive support in their native language to build content skills. Implement the use of support aides to provide interventions. Provide the necessary materials and supplies to provide interventions and instruction.
1	5	7	10) Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, etc.
1	6	1	Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills.
1	6	2	Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.
1	6	5	Provide an interactive approach to instruction to meet students needs for multisensory instruction. Provide the opportunity for learning via the interactive whiteboard, smart tvs, ipads, and chromebooks for economically disadvantaged students to master the TEKS.
1	7	1	Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.
1	7	2	Encourage family involvement in health activities such as Community Fitness Friday.
1	7	3	Promote tobacco, alcohol, and drug prevention.
1	7	4	Participate in and implement district school health advisory council recommendations and policy changes.
1	8	1	Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32

Goal	Objective	Strategy	Description
1	9	1	Weekly Challenges for 98% attendance in each classroom. Nine week challenges and incentives for 98% attendance per classroom to include stickers, pencils, ribbons, popcorn, etc. Attendance certificates for Perfect Attendance at 9 weeks, semesters and year.
1	10	1	Increase ADA to 97.5.% or above
1	10	2	Implement Career activities through lessons, research, and career week.
1	10	3	Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities
1	10	4	Provide a positive learning environment that promotes daily attendance
1	10	5	Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses
1	10	6	Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, Pizza parties, coupons, pencils, certificates, and others developed by PBIS Team)
1	10	7	Meet with parents for compulsory attendance related issues
2	1	1	Crisis management team will meet to review and evaluate procedures each semester.
2	1	2	Implement a system to check visitors who do not have a visible visitor pass.
2	1	3	Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.
2	1	4	Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus.
2	1	5	Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. Horizon PD and El Paso and Horizon Fire Departments.
2	1	6	Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention. Provide select staff with CPI training.
2	1	7	Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.
2	2	1	Red Ribbon Week activities that promote drug free decision making.
2	2	2	Terrific Kids and campus award ceremonies celebrating student successes and improvements.
2	2	4	Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.
2	2	6	Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.



Goal	Objective	Strategy	Description
2	2	7	Celebrate achievements on boards, in hallways and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.
2	2	8	Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling
2	2	9	Establish and promote a self-care and clean environment in all classrooms to support all student needs.
2	3	1	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.
2	3	2	The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.
2	3	3	Student Incentives: Use Eagle Bucks, The Eagle's Nest Cafe, and Golden Eagle Buck Events.
2	4	1	Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.
2	4	2	Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the data room, etc.)
2	5	1	Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, PE materials and equipment, chart tablets.
4	1	1	Ensure that all teachers are certified in the appropriate subject or grade.
4	1	2	Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.
4	1	3	Participate as a teacher preparation site for UTEP, Region 19 and other teacher preparation programs to train interns and have greater opportunity to recruit interns as FME teachers.
4	2	1	Provide professional development to all staff members to retain highly qualified teachers.
4	2	2	Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.
4	2	3	Leadership Team will meet Monthly. The team will include the Principal, Assistant Principals, Curriculum Coach, and other members as necessary to evaluate and plan for campus curriculum needs, assessment, and campus structures that need to be adjusted.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	2	4	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.
5	1	1	Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically
5	1	4	Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.
5	1	5	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 .
5	1	6	Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.
5	1	7	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.
5	1	8	Provide parent training to assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies