

Clint Independent School District
Frank Macias Elementary
2018-2019 Formative Review with Notes

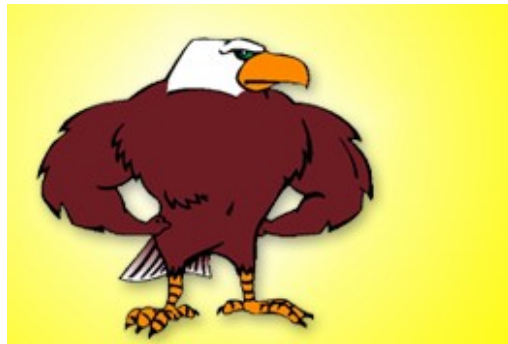





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Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.







Performance Objective 1: FME will reduce the gap between all sub-populations (WHITE, 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.







Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>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. All student populations - including White will meet performance objective targets.</p>	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	October 	Conducted training for all teachers in Balanced Literacy in August 2018. Balanced literacy onsite visits to include debrief sessions for interactive read alouds for Guided Reading, Shared Reading. Guided Reading data dialogues by grade level
			January 	Balanced Literacy reviews, onsite visits by Instructional Services Elementary Coordinators have been scheduled, along with campus admin and curriculum coaches and are still in progress and ongoing. Guided reading binder reviews and additional training have been ongoing and areas still in progress.
			March 	Continued Balanced literacy reviews and onsite visits by instructional services team, data and accountability team and the FME administrative team have been ongoing and are still in progress
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
May				







<p>Targeted Support Strategy Critical Success Factors 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>	Campus Admin. Curriculum Coach	DRA/EDL I-Station TELPAS STAAR	October 	Two curriculum coaches currently on board.
			January 	Two curriculum coaches currently on board.
			March 	Two curriculum coaches currently on board.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	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	October 	District includes a 90 minutes ELAR block.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus Admin. Curriculum Coach Teachers	Purchase Order Reports Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR STAAR Interim (TEA)	October	Balanced literacy training and implementation of kits.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	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	October	Currently we have a System 44 teacher providing supplemental support.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus Admin. Curriculum Coach Teachers	Unit Assessment Data (Eduphoria) I-Station TELPAS STAAR DRA/EDL data Running Records	October 	Assessments were administered BOY and teachers are using them to guide their instruction at the student's individual reading level.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus Admin. Curriculum Coach Teachers	Year At a Glance b) TRS IFD c) Lesson plans d) Unit Assessment Data (Eduphoria)	October 	Teacher use TRS and the district's TRS planning document to develop their lessons in all contents.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus and District Admin Curriculum Coach	Unit Assessment Data (Eduphoria) PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs	October 	All teachers have been trained on the balanced literacy model. Curriculum coaches are offering support to meet campus initiatives.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	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	October 	All teachers have received balanced literacy training and modeling by coaches and lead teachers.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>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.</p>	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	October	The balanced literacy model to include all components are being implemented.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>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</p>	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	October	The Fountas and Pinnell Balanced Literacy model and components are being implemented by all teachers .
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

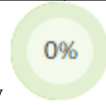
<p>Comprehensive Support Strategy Targeted Support Strategy 12) Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension</p>	Admin System 44 Teacher	Student sign ins Budget	October	Teacher schedule was created for System 44.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>Comprehensive Support Strategy Targeted Support Strategy 13) Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 62 students.</p>	System 44 teacher Admin Budget Clerk	sign in Student progress logs	October	All resources and materials have been provided.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				



= Accomplished



= Continue/Modify



= No Progress











= Discontinue

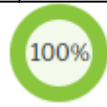
Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

Performance Objective 2: FME will reduce the gap between all sub-populations (WHITE, 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.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	<p>Campus Admin. Curriculum Coach Teachers</p>	<p>Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Meetings</p>	October 	Teacher are incorporating Writer's Workshop and planning the lessons in conjunction with TRS with alignment to the writing TEKS.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

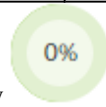
<p>Comprehensive Support Strategy Targeted Support Strategy 2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.</p>	<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>October</p> 	<p>All teacher are incorporating the gradual release model of responisibility while incorporating writer's workshop.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>Comprehensive Support Strategy Targeted Support Strategy 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>Campus Admin. Curriculum Coach Teachers</p>
<p>January</p> 				
<p>March</p> 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				



= Accomplished



= Continue/Modify



= No Progress











= Discontinue






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 (WHITE, 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.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans	October	All teachers use the TRS YAG and the IFD to plan lessons for all areas of Math.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.</p>	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans	October 	The multi-step problem solving process is being utilized by incorporating the TEKS.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
			<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>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...</p>	Campus Admin. Curriculum Coach Teachers Central Office Staff
January 				
March 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
May				




<p>Comprehensive Support Strategy Targeted Support Strategy 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.)</p>	<p>Campus Admin. Curriculum Coach Teachers</p>	<p>TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans</p>	<p>October</p> 	The utilization of digital and hard copy materials to support Math has been implemented.
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>Comprehensive Support Strategy Targeted Support Strategy 5) Utilize unit and common assessments to measure student mastery while following TRS and customized YAG during TRS TEKS Academics</p>	<p>Campus Admin. Curriculum Coach Teachers</p>
<p>January</p> 				
<p>March</p> 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				














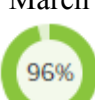
Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.







Performance Objective 4: FME will reduce the gap between all sub-populations (WHITE, 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.








Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 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.</p>	Campus Admin. Teachers Dist. Coord. Campus Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans	October 	Pursuing the creating and implementation of the schedule and a set up routine for lab usage.
			January 	The creating and implementation of the science labs will be in full use beginning Feb 4, 2019. A schedule is set for both labs. One labe is for K-2nd grade and the second lab is for 3rd - 5th grade.
			March 	Kinder, 2nd, and 5th Grades have been utilizing the science labs starting in March.K
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science.</p>	Campus Admin. Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records	October 	Electronic media and instructional materials are being implemented and utilized.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.</p>	Campus Admin. Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records	October 	Consumable and non-consumable materials for k-5 have been purchased and implemented.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.</p>	<p>Campus Admin. Curriculum Coach Teachers Science Teacher</p>	<p>TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans Purchasing records</p>	October	The utilization of TRS IFD and the YAG is being implemented to plan for the science instruction.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	<p>Campus Admin. Curriculum Coach Teachers Science Teacher</p>	<p>Purchase Order Reports Field Trip requests Learning Thursdays Student products and reflections</p>	October	Some grade levels have already taken students to field trips and are giving them new experiences that will continue to build on background knowledge. Science presenters have been brought in during Career Week to include throughout the school year.
				
			January	Most all grade levels have taken a field trips and provided our students with wonderful educational opportunities to a variety of different places. This included bring in an author, Diana Lopez from the Book "Coco" came to present to our entire school on January 10, 2019.
				
			March	Kinder and 3rd Grade have scheduled field trips in April 2019. This will complete all grade levels.
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				




<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus Admin. Curriculum Coach Teachers Science Teacher	Campus displays Purchase Order Reports Student products and reflections	October 	Materials have been provided to support the performance assessments with alignment to the STAAR/TEKS for grades K-5.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	Campus Admin Curriculum Coach Teachers	Campus displays Purchase Orders Reports Student Products and reflections	October 	Materials have been purchased to support all PreK classes with focus on science/math/technology and the arts.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	




Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 8) Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts.	Campus Admin Technology Coach Teachers	Campus displays District Competition Purchase Orders Reports Student Products and reflections	October 	Robotics materials have been purchased to support our robotics campus program with a focus on science/technology/math and the arts.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
			 = Accomplished  = Continue/Modify  = 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.







Summative Evaluation 5:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors 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>	<p>Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44</p>	<p>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</p>	October	Appropriate instruction is being provided based on data and assessments, both formal and informal.
				
			January	Appropriate instruction has been provided based on data and assessments, both formal and informal.
				
			March	
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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</p>	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	October 	We have just begun the tutoring process and are providing our students in need of additional support the opportunity for enrichment in reading for grades 3 - 5.
			January 	After school acceleration was implemented back in November provided by upper grade teachers . In January we have continued with the after school acceleration, to include the Saturday Camps and also the Magical Monday rotations during the day. Our K, 1st and 2nd grade teams have also joined in to assist our 3rd, 4th and 5th grade teachers to provide them with the help they need to move all students upward. Our SPED teachers are also teaming up by providing after school accelerations to our SPED students in 3rd, 4th and 5th grade. PreK teachers are in as well to help with this extraordinary push to move all our LEP, SPED and striving students to next academic levels.
			March 	After school acceleration was implemented beginning in January and is still ongoing. Acceleration included Magical Monday Rotations, Week day after school acceleration from Monday through Friday to include Saturday Acceleration Camps.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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.</p>	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	October 	All students are receiving specific interventions during the ELD/Intervention block . This will help to improve upon skill not yet mastered and will aim at closing the gaps.
			January 	All students are receiving specific interventions during the ELD/Intervention block . This will help to improve upon skill not yet mastered and will aim at closing the gaps.
			March 	All students are receiving specific interventions during the ELD/Intervention block . This will help to improve upon skill not yet mastered and will aim at closing the gaps.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

4) Provide opportunities that will enrich student learning such as UIL, science fair, student activities and jobs on campus, clubs, intramurals.	All Staff	a) Number of Students participating/parental permissions b) Surveys	<p>October</p> 	UIL practice and other student activities have already begun on the campus, thus giving students additional learning opportunities. Examples: Eagle Techies, the Coffee Club, Yearbook, ENN News, Robotics Clubs, Physical Education intramurals, Jumpin Jammers/Drumfit, UTEP M/D-F/S program, Game Clubs, Reading Club, Homework Club, Writing Club
			<p>January</p> 	UIL final practice culminates this week (Jan 28-Feb. 1, 2019). The Elementary UIL competition will be held on Saturday, Feb. 2, 2019 at W.D. Surratt Elementary. Science Expo is under way as well and is scheduled to take place on Friday, Feb. 28 during the day. Magical Monday Academic Rotations have begun on Jan 28, 2019 and will continue for 10 Mondays until we start to get closer to the STARR testing weeks.
			<p>March</p> 	UIL final practice culminated this week (Jan 28-Feb. 1, 2019). The Elementary UIL competition was held on Saturday, Feb. 2, 2019 at W.D. Surratt Elementary. Science Expo is under way as well and has been rescheduled to take place on Wednesday, April 16, 2019, during the regular instructional day. Magical Monday Academic Rotations began on Jan 28, 2019 and will continue for 10 Mondays until we start to get closer to the STARR testing weeks.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	




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.	Campus Admin. Teachers	a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports	October 	Several grade levels have already taken students to field trips that will continue to expand on their background knowledge and help them make connections to real life situations. Our SPED students have been attending Community based instructional fieldtrips.
			January 	Most all grade levels have taken at least one field trip that gave our students the opportunity to experience a variety of different events. All student populations have participated in at least one educational field trip.
			March 	Most all grade level have taken one field trip that provided students with new academic experiences. We are currently pending kindergarten to take their field trip.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
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.	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	October 	Materials for GT students have been purchased to promote and foster their creativity and that will give them that leverage to participate in competitions that require higher order thinking.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	






<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) 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, AVID etc.</p>	Campus Admin Curriculum Coach	a)Purchase Order Reports b) Registrations and completion documents and certificates	October 	Several of our teachers have attended a variety of trainings to best support them to deliver quality instruction for all our student populations.
			January 	Most of our teachers have continued to attend a variety of trainings to continue to support them for delivering quality instruction for all our students populations.
			March 	All teacher have continued to attend a variety of trainings to continue to support them for delivering quality instructions for all our students populations.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

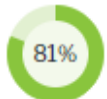





Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

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

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills.</p>	<p>Campus Admin. CTC Teachers</p>	<p>STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products</p>	October 	Opportunities are provided to students on a daily basis to improve their technological skills..
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>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.</p>	<p>Campus Admin Instructional Technology Coach Teachers</p>	<p>STAR Report Purchase Order Reports TRS Walk-throughs Lesson Plans Log-In reports</p>	<p>October</p> 	<p>Every classroom and technology lab is equipped to provide appropriate technology for instruction, targeted intervention to meet the need of all students.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>Targeted Support Strategy</p> <p>3) Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support.</p>	<p>Campus Admin. Instructional Technology Coach Teachers</p>
<p>January</p> 				
<p>March</p> 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				




<p>Targeted Support Strategy</p> <p>4) Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.</p>	<p>Campus Admin. Instructional Teachnology Coach Teachers</p>	<p>STAR Report Eduphoria Sign in sheets</p>	<p>October</p> 	<p>Technology coach has participated in professional development opportunities and will continue to support all campus educators.</p>
			<p>January</p> 	<p>Our technology coach has submitted a technology proposal to TCEA to present on behalf of our ENN NEWS. His proposal has been accepted and and he will be presenting during the Summer 2019.</p>
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</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>Campus Admin. Teachers Instructional Technology Coach</p>	<p>STAR Report Purchase Order Reports TRS alignment Walk-throughs</p>	<p>October</p> 	<p>All classrooms are equipped with interactive smart tvs and chromebooks that provide an interactive approach for our economically disadvantaged students</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
















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

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews				
			Months	Evidence of Progress			
<p>Comprehensive Support Strategy Targeted Support 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.</p>	<p>Teachers PE Teachers</p>	<p>Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Campus Surveys</p>	<p>October</p> 	<p>Campus PE teachers provide a holistic approach to promote vigorous physical activity with 120 minutes per week.</p>			
			<p>January</p> 				
			<p>March</p> 				
			Summative Evaluation				
						Month	Notes & Next Steps Recommendations
						<p>May</p>	




<p>Comprehensive Support Strategy Targeted Support Strategy 2) Encourage family involvement in health activities such as Community Fitness Friday.</p>	<p>Campus Admin. Teachers PE Teachers</p>	<p>Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets</p>	<p>October</p> 	<p>Community Fitness Friday has been implemented and is encouraging family involvement.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
<p>Comprehensive Support Strategy Targeted Support Strategy 3) Promote tobacco, alcohol, and drug prevention.</p>	<p>Campus Admin. Teachers PE Teachers Counselors</p>	<p>Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Lesson Plans</p>	<p>October</p> 	<p>Drug awareness week activities were designed by our campus staff in an effort to promote tobacco, alcohol and drug prevention.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	


Comprehensive Support Strategy 4) Participate in and implement district school health advisory council recommendations and policy changes.	Campus Admin. PE Teachers Parents Nurse	Meeting Agendas Meeting Minutes Sign in Sheets	October 	All campus staff follow the recommended school health policy to promote a health campus environment.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	


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.


Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy 1) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 Provide student/teacher material to support Pre-K, Bilingual, Comp ED program.	Principal, Assistant Principal, Curriculum Coach	Teacher Reports (Grade level Mtgs) Checkpoint Data (Eduphoria) STAAR TAPR/AYP	October	The campus is utilizing the funds to support instructional programs to increase student achievement.
				
			January	
				
			March	
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			May	

 = Accomplished

 = Continue/Modify




 = No Progress

 = Discontinue

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.

Summative Evaluation 9:


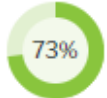

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Weekly Challenges for 98% attendance in each classroom. Nine week challenges and incentives for 98% attendance per classroom to include stickers, pencils, ribbons, popcorn, etc. Attendance certificates for Perfect Attendance at 9 weeks, semesters and year.</p>	PEIMS/Attendance Clerk Attendance Committee Administration	Increased attendance within and across grade levels.	October 	Weekly attendance challenges are in place. Monthly & 9 week incentives are set to reward the student with perfect attendance.
			January 	The attendance campus administrator has implemented and created an attendance tracker to assist teachers to track students attendance for efficiently. Teachers are emailed at the end of the day if they met the 98% attendance rate and at the end of the week if the classroom had 98% attendance the teacher is rewarded by allowing her/him to wear jeans all week. Student are also rewarded with a tangible incentive.
			March 	The attendance campus administrator has implemented and created an attendance tracker to assist teachers to track students attendance for efficiency. Teachers are emailed at the end of the week if the classroom had 98% attendance the teacher is rewarded by allowing her/him to wear jeans all week. Student are also rewarded with a tangible incentive. Goody prize bags are prepared for each class on each Monday if they achieve 98% attendance the week prior to the Monday. Attendance is announced each morning on the intercom and classes are recognized for high attendance percentage.
			Summative Evaluation	
			Month May	Notes & Next Steps Recommendations












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%.




Summative Evaluation 10:



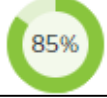
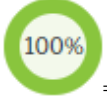



Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Increase ADA to 97.5.% or above</p>	<p>Campus Admin. Teachers PBIS Team Attendance Committee</p>	<p>PEIMS Reports</p>	<p>October</p> 	<p>All students are being challenged and encouraged to come to school everyday , via the morning announcements, weekly class announcements, attendance brag flags, monthly and 9 week incentives for students with perfect attendance.</p>
			<p>January</p> 	<p>The daily classroom attendance is being tracked via an attendance tracker. PEIMS clerk updated the report daily with the ADA for each teacher. If the classroom teacher has achieved 98% daily attendance they are awarded with a free jean week for thea teacher and the students also receive a treat. Teachers are acknowledged on Monday morning along wit their students. Also during the Horizon feeder pattern meeting we discussed on ways to increase attendance. All Horizon feeder pattern principals will be doing a call out during the week February 4 -11. A call out will be programmed so parents can receive an attendance reminder call both at 7:00 AM and at 7:00 PM.</p>
			<p>March</p> 	<p>Different attendance tracking processes are being implemented to increase the ADA to 97.5% . Techniques such as Monday all call for a period of three weeks was implemented and it produced a slight increase in attendance. The admin team is currently planning to do home visits with our SRO.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	

<p>Comprehensive Support Strategy Targeted Support Strategy 2) Implement Career activities through lessons, research, and career week.</p>	<p>Campus Admin. Teachers Counselor Librarian Communities in Schools personnel</p>	<p>Lesson Plans Calendar of Activities</p>	<p>October</p> 	<p>Career Week was implemented during the week of November 26 - 30, 2018. Students were encouraged to write about their future careers through teacher lessons, research and home projects.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
<p>Comprehensive Support Strategy Targeted Support Strategy 3) Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities</p>	<p>Campus Admin. Teachers Counselor Communities in Schools personnel CTC</p>	<p>Lesson Plans Calendar of Activities</p>	<p>October</p> 	<p>All student participated in career week through the week of November 26-30, 2018 to include College and Career reading aligned activities. UTEP program M/D and F/S year long. Community Based Instruction transition services. Partners in Education with EPCC and UTEP.</p>
			<p>January</p> 	<p>Student in 5th grade are continuing to participate in the UTEP M/D-F/S program. They are scheduled to go on a Saturday UTEP field trip during the month of February 2019.</p>
			<p>March</p> 	<p>Students in 5th grade are continuing to participate in the UTEP M/D-F/S program. They attended on a Saturday the UTEP field trip during the month of February 2019. Currently they are scheduled to attend the final field trip to UTEP in April 2019.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	

Comprehensive Support Strategy Targeted Support Strategy 4) Provide a positive learning environment that promotes daily attendance	All Campus Staff	Campus Surveys	October 	All campus staff and faculty provide a positive learning environment that encourages student to come to school on a daily basis.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>5) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses</p>	<p>Campus Admin. Teachers Office Staff Nurse Counselor Communities in Schools personnel</p>	<p>Campus Surveys Communication Logs Calendar of Events</p>	<p>October</p> 	<p>Two parent mandatory attendance meetings were held with the Honorable Judge Lujan during August 2018, in which he addressed the importance coming to school on a daily basis. Judge Lujan reviewed the laws for compulsory attendance and explained the process of going to court for excessive absences..</p>
			<p>January</p> 	<p>The importance of daily attendance to school is communicated with parents during the monthly meetings of coffee and pan dulce with the principal. The average daily attendance percents are visually shared so parents can see how we are progressing.</p>
			<p>March</p> 	<p>Parent face to face conferences are held during the week with the PEIMS clerk, the receptionist and the Campus Attendance Coordinator. All calls were made in February and March to the community to remind them about the attendance and tardy policies.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
<p>May</p>				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</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>	<p>Campus Admin. PBIS Team Teachers Office Staff Nurse Counselor Communities in Schools personnel</p>	<p>Communication Logs Purchase Order Reports PEIMS Reports</p>	<p>October</p> 	<p>The campus attendance committee has put in place weekly, 9 week, semester and year end incentives for students that achieve perfect attendance. Free dress, pizza parties, coupons and certificates are awarded to students who achieve perfect attendance.</p>
			<p>January</p> 	<p>The campus attendance committee has continued to meet to discuss and brainstorm ways to increase our ADA. During January 2019 we have implemented an attendance tracker to track each teacher's daily attendance. Teachers are being recognized on Mondays with free week to wear jeans, along with a paper award to display outside on their classroom bulletin. Students are also being recognized for coming to school every day.</p>
			<p>March</p> 	<p>The campus attendance committee has continued to meet to discuss and brainstorm ways to increase our ADA. During January 2019 we have implemented an attendance tracker to track each teacher's daily attendance. Teachers are being recognized on Mondays with a free week to wear jeans, along with a paper award to display outside on their classroom bulletin. Students are also being recognized for coming to school every day.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	




Comprehensive Support Strategy Targeted Support Strategy 7) Meet with parents for compulsory attendance related issues	Campus Admin. Teachers Nurse Attendance Committee	a) Sign In logs b) Meeting/Warning Letter Copies Parent-Student Attendance Contract	October 	Meetings are being held with parent of students with excessive absences, to include, parents of students with unexcused absences.
			January 	Parents of students that have excessive absences are being tracked daily. Some parents of students have been taken to truancy court during the month of December
			March 	Parents of students that have excessive absences are being tracked daily. Some parents of students have been taken to truancy court during the month of December and January.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				


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


Performance Objective 11: 100% of students in 5th grade students (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be given the opportunity to participate in the AVID (Advancement Via Individual Determination) program while enrolled at Frank Macias Elementary. The attendance rate will increase to 97.5%.


Summative Evaluation 11:


Next Year's Recommendation 11: The AVID program will be implemented for all 5th Grade students for the 2019-2020 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) The AVID program strategies will be rolled out and implemented upon beginning the new school year 2019-2010 for all 5th graders. The Frank Macias Elementary Admin team will be attending the AVID Conference in June 2019.	Attendance Sign In Sheets. Student academic portfolios. Student report cards. Student surveys.	Increase in students academic grades. Student acquire organizational skills to prepare them for middle school curriculum.	October	
				
			January	
				
			March	The AVID program strategies were not implemented during the 2018-2019 school year.
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			May	

 = Accomplished

 = Continue/Modify




 = No Progress







 = Discontinue






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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy 1) Crisis management team will meet to review and evaluate procedures each semester.</p>	<p>Campus Admin. Security Nurse Safety/Emergency Team</p>	<p>a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes</p>	<p>October</p> 	<p>PBIS Committee met on Sept. 2018 . Discipline, attendance and postive school climate was discussed.</p>
			<p>January</p> 	<p>PBIS Committee met on Sept. 12, 2018 . Discipline, attendance and postive school climate was discussed.</p>
			<p>March</p> 	<p>PBIS Committee met on February 2019 . Discipline, attendance and postive school climate was discussed. Suprprise lock downs were held on campus by our local security personnel in conjunction with our head custodians, central office staff, campus admin team and the local sheriffs department.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	

<p>Comprehensive Support Strategy 2) Implement a system to check visitors who do not have a visible visitor pass.</p>	<p>Campus Admin. Office Staff Security, Teachers</p>	<p>a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes</p>	<p>October</p> 	<p>Upon entry every visitor that arrives to the campus is required to stop by the office , present a Texas identification , get scanned int and given a visitors pass. The pass is to be placed in their clothes , to identify them as a visitor and to ensure that they have been cleared by our campus office staff.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
<p>Comprehensive Support Strategy 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>	<p>Campus Admin. Office Staff Security Custodians</p>	<p>a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes</p>	<p>October</p> 	<p>Our campus has an annual inspection by central office designated staff. This includes ourcampus security, custodians, office staff, and admins monthly checks.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	

<p>Comprehensive Support Strategy 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>	<p>Campus Admin. Security</p>	<p>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>	<p>October</p> 	<p>The campus has identified staff members that are visible for parking areas, entrances and exits. Regular safety walk-throughs are conducted.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>Comprehensive Support Strategy 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>	<p>Campus Admin. Security Nurse Safety/Emergency Team, Teachers and staff.</p>
<p>January</p> 				
<p>March</p> 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				




<p>Comprehensive Support Strategy Targeted Support Strategy 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>	<p>Campus Admin. Security, Counselor, CIS personnel.</p>	<p>Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes</p>	<p>October</p> 	<p>Training of bullying, emergency procedures, pick up and drop off procedures, suicide prevention, and discipline management have been done for parents, staff and students for the purpose of keeping our students safe at all times. Additionally, designated staff has been CPI trained.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
<p>Comprehensive Support Strategy Targeted Support Strategy 7) Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.</p>	<p>Campus Admin. Security Nurse Safety/Emergency Team</p>	<p>a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes</p>	<p>October</p> 	<p>Vampus designated staff has been trained oin first aid, CPR, medical screenings, and the use of AEDs .</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	






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

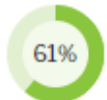




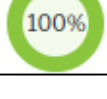
Performance Objective 2: All students will participate in activities and lessons that teach character and healthy living to reduce campus referrals and discipline.







Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy 1) Red Ribbon Week activities that promote drug free decision making.	Campus Admin. Teachers Counselors, CIS personnel.	a) Calendar of Activities	October	Red Ribbon Week was conducted.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>2) Terrific Kids and campus award ceremonies celebrating student successes and improvements.</p>	<p>Campus Admin. Teachers Counselor CIS Personnel</p>	<p>a) Calendar of Activities</p>	<p>October</p> 	<p>Terrific Kids award ceremonies are conducted by month.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>3) Joint activities with HHS, HMS, REJHS, CTW and DHE about positive choices and providing local role models.</p>	<p>Campus Admin. Teachers Counselor</p>
<p>January</p> 	<p>Monthly joint activities are conducted with the feeder pattern campuses, HHS, HMS, REJHS, CTW and DHE.</p>			
<p>March</p> 	<p>Monthly joint activities are conducted with the feeder pattern campuses, HHS, HMS, REJHS, CTW and DHE.</p>			
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.</p>	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals	October	The campus had implements the District's Davids Law protocols to prevent bullying and promote positive behaviors and address the safety of victims.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>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.</p>	Campus Admin. Teachers Counselor Communities in Schools staff member	a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation	October	Campus designated staff, counselors and Communities ain Schools Representative provide counseling and family services as the need arises.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

<p>Comprehensive Support Strategy Targeted Support Strategy 6) Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.</p>	<p>Campus Admin., Teachers, and Counselor</p>	<p>a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities</p>	<p>October</p> 	<p>Mostly all of our teachers have a classroom system for student goal setting//tracking for reaching both, academic and behavior goal. in December counselor have scheduled goal setting sessions for students in grades 2nd -5th, goal tracking will be monitored each month.</p>
			<p>January</p> 	<p>Mostly all of our teachers have a classroom system for student goal setting//tracking for reaching both, academic and behavior goal. in December counselor have scheduled goal setting sessions for students in grades 2nd -5th, goal tracking will be monitored each month.</p>
			<p>March</p> 	<p>Most all of our teachers have a classroom system for student goal setting//tracking for reaching both, academic and behavior goal. in December counselor have scheduled goal setting sessions for students in grades 2nd -5th, goal tracking will be monitored each month.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	<p>Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis</p>	<p>a) Calendar of Activities</p>	<p>October</p> 	<p>Student achievement is posted and recognized with awards and ceremonies throughout the campus and highlights attendance, reading achievement, and writing excellence.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

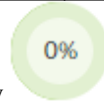
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling</p>	Campus Administration, CIS Personnel	a) Tutoring schedules b) student tutoring rosters c) lesson plans	October	A campus Communities in Schools Representative is hired with 100% participation and provides support to extend the learning and encourage positive behavior along with instilling a college and career readiness mindset.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>9) Establish and promote a self-care and clean environment in all classrooms to support all student needs.</p>	All Staff	Purchase Orders	October	All staff take responsibility to provide a self-care and clean environment in all classrooms to support all students needs.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				



= Accomplished



= Continue/Modify



= No Progress











= Discontinue

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.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Months	Evidence of Progress	
<p>Comprehensive Support Strategy Targeted Support Strategy 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.</p>	<p>Campus Admin. Teachers Counselor PBIS Team</p>	<p>a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home Coffee with the Principal Monthly Meetings</p>	October	<p>The campus PBIS program has been implemented and is in full use.</p>	
					
			January		
			March		
			Summative Evaluation		
			Month	Notes & Next Steps Recommendations	
May					

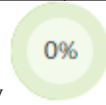
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>2) The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.</p>	<p>Campus Admin., Teachers, Counselor, PBIS Team</p>	<p>a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports</p>	<p>October</p> 	<p>The campus had shared and implemented a committee developed discipline flow chart and matrix for the prevention of student's unwanted behavior.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	
			<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>3) Student Incentives: Use Eagle Bucks, The Eagle's Nest Cafe, and Golden Eagle Buck Events.</p>	<p>Campus Admin, Teachers, Counselor, PBIS Team</p>
<p>January</p> 				
<p>March</p> 				
Summative Evaluation				
Month	Notes & Next Steps Recommendations			
<p>May</p>				



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

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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.

Summative Evaluation 4:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.</p>	<p>Campus Admin. Custodians</p>	<p>a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports</p>	<p>October</p> 	<p>Campus furniture, audio visual equipment, technology, carpets and items associated with the facilities and grounds are consistently monitored for repair and/or replacement.</p>
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	


Comprehensive Support Strategy 2) Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the data room, etc.)	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports	October 	A preventive maintenance program is in place to maintain the facilities and grounds.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
 = Accomplished  = Continue/Modify  = 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.


Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy Targeted Support Strategy 1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, PE materials and equipment, chart tablets.	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA	October	Teachers and staff are provided with weekly instructional supplies as per their request to support their classroom needs.
				
			January	
				
			March	
				
			Summative Evaluation	
Month	Notes & Next Steps Recommendations			
May				

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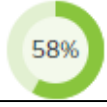
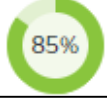
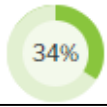
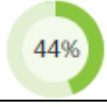
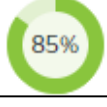
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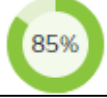
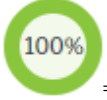



Goal 3: Frank Macias Elementary will operate efficiently, being fiscally responsible.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Frank Macias Elementary will adhere to all budget guidelines in order to spend all allocated monies.	Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coachy	The budget wil be utilized for the campus needs.	October	The campus designated staff is monitoring thd budget and adhering to the budget guidelines in order to spend all allocated funds.
				
			January	The campus administrative staff has met to review and monitor the budget guidelines in order to spend all allocated funds. Additionally, we have make some funds transfers in oder to make necessary purchases for campus and student needs.
				
			March	The campus administrative staff has met to review and monitor the budget guidelines in order to spend all allocated funds. Additionally, we have made some funds transfers in oder to make necessary purchases for campus and student needs.
				
			Summative Evaluation	
	Month	Notes & Next Steps Recommendations		
	May			




2) Frank Macias Elementary will maintain an attendance rating of at least 97% throughout the entire year.	Administration, Teachers, Attendance Clerk, Counselor, Communitites in Schools Representative	Increase in student achievement	October		The campus designated staff is monitoring the average daily attendance rate on a dialy basis, via daily announcements and through the reports from Business Services.
			January		The campus designated staff is monitoring the average daily attendance rate on a dialy basis, via daily announcements and through the reports from Business Services.
			March		The campus designated staff is monitoring the average daily attendance rate on a dialy basis, via daily announcements and through the reports from Business Services.
			Summative Evaluation		
			Month	Notes & Next Steps Recommendations	
			May		
3) Frank Macias Elementary will verify PEIMS coding data to ensure proper funding of special programs for campus/district.	Administration, Registrar, GT Coordinator, SpEd Teachers	Funding will be provided based on the individual need of students and the programs that they participate in.	October		The campus designated staff verifies PEIMS coding through the first Snapshot and on a daily basis when new students are enrolled.
			January		The campus designated staff verifies PEIMS coding on a daily basis as new students are continuing to enroll and also to withdraw.
			March		The campus desigated staff verifies PEIMS coding on a daily basis as new studenta are enrollinging and also withdrawing.
			Summative Evaluation		
			Month	Notes & Next Steps Recommendations	
			May		







4) Frank Macias Elementary will encourage teachers to turn off their classroom lights when they are not in the classroom.	Administration, Teachers, Office Staff, Custodians	Increase in awareness of being environmentally friendly and aware of being efficient in the electricity used by the teachers.	October 	The campus staff and faculty is encouraged to be environmentally aware of being efficient with the use of electricity.
			January 	Teachers have been given reminders to turn off the lights when they are not in their classrooms. To be more efficient with the use of electricity teacher have been told to not have any electrical appliances in the classrooms.
			March 	Teachers have been given reminders to turn off the lights when they are not in their classrooms. To be more efficient with the use of electricity teacher have been told to not have any electrical appliances in the classrooms.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

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.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Comprehensive Support Strategy 1) Ensure that all teachers are certified in the appropriate subject or grade.	Campus Admin.	a) SBEC b) Personnel Reports	October	All teachers are certified
				
			January	
				
			March	
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			May	

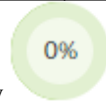
<p>Comprehensive Support Strategy Targeted Support Strategy 2) Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.</p>	Campus Admin.	a) SBEC b) Job Fair Sign In Sheets	<p>October</p> 	Campus is completely staff with highly qualified staff. A new teacher to reduce class size in 5th grade will be hired.
			<p>January</p> 	Campus designated staff is in the process of screening a crosswalk monitor, a paraprofessional for the Resource unit, also a 5th grade bilingual teacher to reduce the class sizes.
			<p>March</p> 	Campus designated staff is in the process of attending the Clint ISD Teacher Job Fair at Horizon High School on March 30, 2019. Additionally, the FME Admin team just submitted new hire recommendations for two SPED certified Teachers.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy 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.</p>	Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters	<p>October</p> 	None are scheduled at this time.
			<p>January</p> 	No teacher are scheduled at this time to be interns at FME. We do have an intern diagnostician that is currently doing her clinical practice in our Speech Department.
			<p>March</p> 	During the month of March 2019, twelve FME teachers signed and accepted to be a UTEP intern Mentor. This will give FME the opportunity to recruit and train UTEP interns for future employment opportunities.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	



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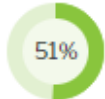
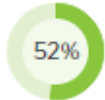



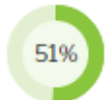


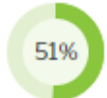

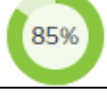
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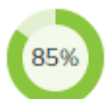


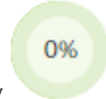

Goal 4: Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Provide professional development to all staff members to retain highly qualified teachers.</p>	<p>Campus Admin. Curriculum Coach</p>	<p>Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters</p>	<p>October</p> 	<p>August PD sessions were conducted as well as the October 31 PD sessions have been held.</p>
			<p>January</p> 	<p>Professional development was held for all teacher during the Jan 3 and 4, 2019 designated PD days.</p>
			<p>March</p> 	<p>Professional development days have continued to be offered to all our teachers. There have been a variety of sessions geared toward the needs of each grade level.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	


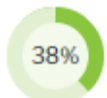

<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>2) Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build 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.</p>	<p>Campus Admin. Teachers Curriculum Coach</p>	<p>Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs)</p>	<p>October</p> 	<p>August PD sessions were conducted as well as the October 31 PD sessions have been held. Weekly trainings conducted as needed.</p>
			<p>January</p> 	<p>January 2019 PD sessions were conducted as well and January 31 and February 1 PD for 4th grade Writing and Editing and Revising sessions are scheduled to be held.</p>
			<p>March</p> 	<p>During the month of February instructional services planned and contracted with Mr. Bill McDonald to train all of the 4th grade teachers in Clint ISD to include FME's 4th grade team. Additionally, lower grade trainings have included literacy stations for kindergarten and 1st grade. Math intervention training was also offered for teachers in 3rd -5th grade.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>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.</p>	<p>Campus Admin. Curriculum Coach Invited Guest Members</p>	<p>Calendar of Activities Agendas Minutes</p>	<p>October</p> 	<p>Monthly meetings have been conducted and sign-in sheets/agendas are available.</p>
			<p>January</p> 	<p>Monthly Leadership team meetings have been held with several topics discussed to include; attendance, curriculum needs, assessments, and campus structures that need attention.</p>
			<p>March</p> 	<p>Monthly Leadership team meetings have been held with several topics discussed to include; attendance, curriculum needs, assessments, and campus structures that need attention.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	







<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>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.</p>	<p>Campus Admin. Teachers Curriculum Coach</p>	<p>Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets</p>	<p>October</p> 	<p>One nine-week period has been completed and the next nine-week period is scheduled.</p>
			<p>January</p> 	<p>A second TEKS academy has been held to plan for the 3rd nine weeks. Teachers are utilizing the YAG, IFD from the Teks Resources System. PLC teacher planning blocks have begun during the month of January. During this time data is reviewed and discussed for ways on how to spiral back in the low scoring student TEKS.</p>
			<p>March</p> 	<p>A third TEKS academy has been held to plan for the 4th nine weeks. Teachers are utilizing the YAG, IFD from the Teks Resources System. PLC teacher planning blocks have begun during the month of January. During this time data is reviewed and discussed for ways on how to spiral back in the low scoring student TEKS. Lead4ward playlist, field guides ad IQ questions are utilized and incorporated in the TEKS academy planning.</p>
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>May</p>	
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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)







Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>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</p>	<p>Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse Communities in Schools personnel</p>	<p>Calendar of Activities Survey Data Student Data (all sources to identify needs)</p>	<p>October</p> 	<p>A welcome parent night "Meet the Eagles Night" was held on August 9, 2018. Parent Open House was held on October 25, 2018.</p>
			<p>January</p> 	<p>The Leadership C-TEAM met on Jan 28th to discuss possible dates for STAAR information night, and a Math and Reading night to educate parents on strategies to use to help their children at home.</p>
			<p>March</p> 	<p>The Leadership C-TEAM met on Feb28 to discuss possible dates for STAAR information night, and a Math and Reading night to educate parents on strategies to use to help their children at home. the Math and reading night was incorporated with the Open House night in which parents were invited to learn strategies for math and reading to be able to help their children at home.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	





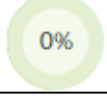
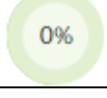
2) Communicate with newsletters, website, Facebook, Twitter, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish.	Campus Admin. Teachers Nurse Counselor Communities in Schools personnel	Survey Data Communication Logs	October 	The campus communicates with parents via our FME websites; Facebook Twitter, call outs, and Coffee with the Principal monthly meetings. Communication is in both languages, English and Spanish.
			January 	The campus has continued to communicate with parents and the community via our FME website, ENN News on the YouTube Channel, Facebook, Twitter, call outs, and coffee and pan dulce with the Principal monthly meetings. All communication is both in English and Spanish.
			March 	The campus has continued to communicate with parents and the community via our FME website, ENN News on the YouTube Channel, Facebook, Twitter, call outs, and coffee and pan dulce with the Principal monthly meetings. All communication is both in English and Spanish.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
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	October 	The campus designated staff has presented to parents our FME 2018-2019 Parent/Teacher/Student Compact on October 25, 2018 during Open House Night.
			January 	
			March 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.</p>	<p>Teachers Office staff Counselors Communities in Schools personnel</p>	<p>Survey Data Sign in sheets Communication logs</p>	<p>October</p> 	<p>Teachers have conferenced with parents on August 9 , 2018 during "Meet the Eagles Night", on October 25, 2018 during "FME's Open House Night" for parents and also during the Accelerated Instructional Progress Parent-Teachers Conferences held on Oct 12, 2018.</p>
			<p>January</p> 	<p>Teachers have conferenced with parents on 2 other occasions to communicate academic progress for striving students via an AIP (Accelerated Instructional Progress Meeting). A third AIP Meeting is scheduled for February 9, 2019. Documentation is filled out with the parents and both the teacher and the parent sign off on the form. Parents have been invited to attend the RTI meetings that have been held.</p>
			<p>March</p> 	<p>Teachers have conferenced with parents on 2 other occasions to communicate academic progress for striving students via an AIP (Accelerated Instructional Progress Meeting). A third AIP Meeting is scheduled for February 9, 2019. Documentation is filled out with the parents and both the teacher and the parent sign off on the form. Parents have been invited to attend the RTI meetings that have been held.</p>
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
<p>May</p>				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</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>	<p>Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel</p>	<p>Volunteer Report Communication Logs</p>	<p>October</p> 	<p>Our parents are invited to become campus volunteers, attend parent workshops and become involved with school functions to learn how to work with their children on a daily basis.</p>
			<p>January</p> 	<p>Parents are continuously invited to become parent volunteers and have attended various parent workshops scheduled by our counselors and our Communitie in school campus representative. During the monthly meetings of Coffee and Pan Dulce with the Principal parents are reminded to become volunteers on campus and to involve themselves in their children's educational process at school.</p>
			<p>March</p> 	<p>Parents are continuously invited to become parent volunteers and have attended various parent workshops scheduled by our counselors and our Communitie in school campus representative. During the monthly meetings of Coffee and Pan Dulce with the Principal parents are reminded to become volunteers on campus and to involve themselves in their children's educational process at school.</p>
			<p>Summative Evaluation</p>	
			<p>Month</p>	<p>Notes & Next Steps Recommendations</p>
			<p>May</p>	

<p>Comprehensive Support Strategy Targeted Support Strategy</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>	<p>Campus Admin. Counselor Communities in Schools personnel</p>	<p>Survey Data Communication Portfolio Head Start Calendar</p>	<p>October</p> 	<p>Transition activities are set in place for Head Start/PK students and parents . The registration process is explained to the parents to ensure they are fully informed.</p>
			<p>January</p> 	<p>Transition activities have been ongoing throughout the school year as new students are enrolled.</p>
			<p>March</p> 	<p>Head Start Teachers have come to FME to observe our Kindergarten teachers deliver the required curriculum to students while in the classroom. Transition activities have been ongoing throughout the school year as new students are enrolled.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Comprehensive Support Strategy Targeted Support Strategy</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>	<p>Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p>	<p>Calendar of Activities Flyers, Newsletters Sign in Sheets</p>	<p>October</p> 	<p>Campus designated staff provide enrichment and supplementary materials for parents in an effort to increase student achievement.</p>
			<p>January</p> 	<p>Campus staff has met with parents for AIP meetings on 2 separate dates to include on Open House. An additional AIP parent/teacher meeting is scheduled for February 8, 2019.</p>
			<p>March</p> 	<p>Campus staff has met with parents for AIP meetings on 3 separate dates to include on Open House. An additional AIP parent/teacher meeting, #4, is scheduled for April 15-May 3, 2019.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</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>	<p>Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p>	<p>Sign In Sheets TRS Calendar of Activities Flyers, Newsletters</p>	<p>October</p> 	<p>Campus designated staff has provided training for parents to assist their children at home.</p>
			<p>January</p> 	<p>Campus designated staff has provided training for parents to assist their children at home. Training has been provided by our CIS Campus representative and our classroom teachers during the Accelerated Instructional Progress Meetings with parent and teacher.</p>
			<p>March</p> 	<p>Campus designated staff has provided training for parents to assist their children at home. Training has been provided by our CIS Campus representative and our classroom teachers during the Accelerated Instructional Progress Meetings with parent and teacher. Additionally, training was also provided by curriculum coaches for the upcoming STAAR assessments. Teachers provided math and reading strategies during the open house night during February 2019.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			<p>May</p>	

<p>Targeted Support Strategy</p> <p>9) Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement.</p>	<p>Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p>	<p>Sign In Sheets Calendar of Activities Flyers, Newsletters</p>	<p>October</p> 	<p>Snacks and refreshments are provided during all parent meetings to promote parental involvement and increase parental engagement.</p>
			<p>January</p> 	<p>Snacks and refreshments are provided during all parent meetings to promote parental involvement and increase parental engagement.</p>
			<p>March</p> 	<p>Snacks and refreshments are provided during all parent meetings to promote parental involvement and increase parental engagement.</p>
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>10) PROCEDURES for TRANSLATING ESSENTIAL INFORMATION for PARENTS</p> <p>PURPOSE School districts have an obligation to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district that is called to the attention of non-LEP parents.</p> <p>SCOPE Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures,</p>	<p>Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p>	<p>Calendar of Activities Flyers, Newsletters</p>	<p>October</p> 	
			<p>January</p> 	
			<p>March</p> 	
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			May	

registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

CURRENTLY ENROLLED STUDENTS PROCEDURES

1. The registrar of the campus will create and maintain a Translation Languages Report (TLR) of all students with a Home Language Survey that identifies them as having a Primary or Home Language other than English. The Translation Languages Report will be organized by:

Translation Languages Report (TLR)

A. Primary or Home Language: [Example: Spanish]

1. Family's Last Name

-Student's name and grade level

-Student's name and grade level

-Student's name and grade level

2. Family's Last Name

-Student's name and grade level

-Student's name and grade level

Language(s) Common in the School

2. If the total number of families speaking the same language reaches [20 or insert a number set by the district], the language is considered common in the school and essential information for parents/guardians will be translated into this language. The registrar will date the Translation Languages Report and submit it to the principal.

3. Upon receiving the TLR, the principal will sign the report and submit the information to Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement.

Translations

4. The Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement. will consider what

essential information will be sent to parents for the remainder of the school year and ensure that translations in all languages common to the campuses are provided.

NEW STUDENTS

PROCEDURES

As new students enroll, the registrar will determine if the students attended school in another Texas public school district.

New with previous attendance in Texas Public Schools

A. New students previously attending in a Texas public school: the registrar will contact the previous district to receive the original Home Language Survey. The registrar will ask the parent/guardian to sign a form answering two questions:

-Does the parent/guardian need interpretation services? If so, what language?

-Does the parent/guardian need translation materials? If so, what language?

New and never attended Texas Public Schools

B. New students never attended a Texas public school: the registrar will use a new Home Language Survey (dated Oct. 2018) that includes the two questions above for the parent/guardian.

LANGUAGES NOT COMMON

For LEP parents who speak languages that are less common at a particular school, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents accurately report their language communication needs on the form.

TRANSLATIONS WHEN REQUESTED

The school will take parents/guardians at their word about their communication needs and recognizes that parents/guardians can be LEP even if their student is proficient in English

INDIVIDUAL EDUCATION PLAN

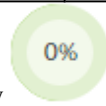
(IEP) TRANSLATION
If a parent of a special education student is unable to speak English and Spanish is the parent's native language, the district shall provide a translated copy of the student's IEP at no cost to the parent/guardian. If the parent's native language is other than Spanish or English, a district shall follow the rules listed in Board Policy EHBAB(LEGAL).



= Accomplished



= Continue/Modify



= No Progress



= Discontinue