

Clint Independent School District
Frank Macias Elementary
2018-2019 Campus Improvement Plan



Comprehensive Needs Assessment

Revised/Approved: May 07, 2018

Demographics

Demographics Summary

Frank Macias Elementary is a Title I campus located in Horizon City on the far east side of El Paso County. Frank Macias has a current enrollment of 1106. Average daily attendance for 2017-18 was 95%. Our student population during the 2017-18 year included: (must update with 2017-18 data--this is 2016-17)

94.3% Hispanic

4.4% White

0.3% African American

0.6 % American Indian

0.4% Two or more races

58.2% ELL

83.9% Economically Disadvantaged

72.3% At Risk

8.3% receiving Special Education Services

There were 80 total staff members in 2017-18. This included three administrators, six professional support staff, and 12 instructional aides. The campus hosts 59 teachers. The teaching staff hold the following credentials: 78% Bachelors Degrees and 22% Masters Degrees. Teachers by years experience: 11.9% beginning, 16.9% with 1-5 years experience, 23.7% with 6-10 years, 30.5% with 11-20 years, and 16.9% over 20 years experience.

Demographics Strengths

Staff is diverse, highly qualified and committed to the campus improvement and student achievement.

Frank Macias students have experienced academic progress despite high levels of economically disadvantaged (89.3%.)

Early exits at second grade continue to increase (__ in 2017, 62 possible in 2018) under the transitional support model of our bilingual program.

Academic support is provided through Response to Intervention, in-school intervention, Saturday school and after school tutoring. Enrichment activities continue to provide outlets for student creativity through programs such as robotics, Destination Imagination, UIL, Eagle Dance team, Drumfit, Jumpin' Jammers, drama and others.

Meals are provided prior to after school programs through our cafeteria with the after school dinner program.

Additional support for English language acquisition is provided utilizing Imagine Learning and 7 Steps processes.

Student Achievement

Student Achievement Summary

Data tracking and goal setting have proven effective in raising student achievement levels.

Schoolwide reading levels as measured by DRA/EDL indicate % are proficient readers.

End of year IStation reading showed % were Tier 1 or Tier 2.

TELPAS results indicate that % progressed at least one proficiency level.

STAAR results indicate % in Reading; % in Math; % in Writing; and % in Science.

Student Achievement Strengths

STAAR Data 2016						
	All Students	Hispanic	White	Eco Dis	SpEd	ELL
All Subjects						
Reading	62%	62%	70%	61%	26%	46%
Math	71%	71%	74%	71%	32%	62%
Writing	45%	46%	29%	44%	6%	33%
Science	61%	60%	83%	61%	44%	45%

STAAR Data 2017						
	All Students	Hispanic	White	Eco Dis	SpEd	ELL
All Subjects						
Reading	59%	59%	64%	56%	38%	56%
Math	69%	69%	86%	68%	38%	69%
Writing	54%	54%	50%	51%	18%	53%
Science	58%	58%	100%	55%	24%	56%

STAAR Data 2018						
	All Students	Hispanic	White	Eco Dis	SpEd	ELL
All Subjects						
Reading						
Math						
Writing						
Science						

TELPAS Results 2016																
	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
K	39%	49%	12%	0%	76%	20%	4%	0%	67%	32%	1%	0%	71%	27%	1%	0%
First	7%	25%	48%	19%	21%	35%	29%	14%	25%	29%	32%	13%	27%	35%	225	15%
Second	7%	21%	41%	32%	9%	35%	33%	23%	11%	49%	30%	10%	19%	30%	36%	15%
Third	5%	18%	28%	49%	8%	16%	35%	40%	15%	24%	40%	22%	14%	26%	47%	14%
Fourth	4%	8%	21%	68%	6%	10%	30%	54%	14%	34%	45%	7%	4%	18%	29%	50%
Fifth	0%	12%	13%	75%	4%	14%	24%	58%	3%	24%	51%	22%	1%	13%	40%	46%
Key B=Beginning I=Intermediate A=Advanced AH=Advanced High																

TELPAS Results 2017																
	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH

K	70%	29%	1%	0%	91%	8%	1%	0%	95%	5%	0%	0%	93%	5%	1%	0%
First	11%	38%	43%	8%	29%	47%	20%	4%	37%	37%	23%	3%	37%	44%	155	4%
Second	2%	17%	43%	39%	7%	35%	28%	29%	21%	42%	23%	14%	16%	37%	24%	23%
Third	2%	5%	19%	73%	4%	13%	39%	44%	17%	27%	38%	17%	6%	28%	32%	35%
Fourth	3%	8%	16%	74%	4%	14%	24%	58%	13%	44%	34%	9%	7%	13%	29%	51%
Fifth	2%	5%	14%	78%	45%	6%	25%	65%	11%	29%	47%	13%	75%	12%	28%	53%
Key B=Beginning I=Intermediate A=Advanced AH=Advanced High																

TELPAS Results 2018																
	Listening				Speaking				Reading				Writing			
	B	I	A	AH	B	I	A	AH	B	I	A	AH	B	I	A	AH
K																
First																
Second																
Third																
Fourth																
Fifth																
Key B=Beginning I=Intermediate A=Advanced AH=Advanced High																

Problem Statements Identifying Student Achievement Needs

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

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

Problem Statement 3: Average daily attendance is currently 96.06% which shows a small gain over year end ADA last year at 96.03% . **Root Cause:**

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

School Culture and Climate

School Culture and Climate Summary

Communication in both English and Spanish is provided via web page, Twitter, Facebook, the campus marquee and flyers home to keep families informed of school events. Parents and community members are invited to the following events:

Meet the Eagles

Literacy Nights

Fitness Thursday

Grandparents Tea

Christmas Program

Parent information sessions provided by Communities in Schools

Terrific Kid Ceremonies are held the third Friday of each month to recognize positive character.

Perfect Attendance incentives are provided each nine weeks.

Frank Macias is a campus that serves over 1,100 students. All campus personnel work to create a safe, engaging academic and strong social/emotional environment for all students. Frank Macias continues to see the need for PBIS in all areas of the campus. Routines for PBIS will continue to be developed, reinforced and refined. These will be implemented consistently throughout all various areas; hallways, buses, restrooms, playground, cafeteria and classrooms. Positive modeling by all staff and students will promote PBIS belief system.

Requests from staff included providing recognition for growth as well as satisfactory performance.

School Culture and Climate Strengths

- Counseling classes/sessions promoting anti-bullying

- Continued support of and from PBIS Committee
Increased participation in LEGAL Eagles (RtI)
- Decrease number of discipline referrals
- Monthly meetings to recognize Employee/Teacher of the Month
- PLCs provide for collaborative planning to support student achievement.
- Anti-bullying presentations given by students offer opportunity for consequences as well as learning opportunities, however, FME needs to continue our work in deterring bullying.
- High academic expectations.
- Average school attendance: 95% ADA.
- After school and extra-curricular activities include: Tutoring, flag football, jumprope, basketball, homework club, reading club, dance club, drama club, and others.
- Facilities: Custodial staff continues to maintain the building and classrooms to provide a clean, safe, engaging environment for students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Frank Macias Elementary has a highly qualified staff with a moderately low turnover rate. Teachers are supported by certified paraprofessionals and administration. New teachers have support from CISD New Teacher Center, campus mentors and PLC planning . Weekly PLCs help maintain consistent communication among teachers and staff while ensuring quality instruction is maximized. Teachers have the opportunity to attend summer staff development. Data dialogues are scheduled to open the lines of communication between teachers and administration while strengthening instruction and delivery.

The campus leadership team (A-Team) is actively engaged in analyzing data, indentifying needs, enlisting the support of the campus staff and next steps planning.

Professional Learning Community meetings are held weekly, supporting instruction through the use of TEKS Resource System and Lead4ward resources.

T-TESS continues to grow as we develop and strengthen individual and campus goals to support student achievement. Student Learning Outcomes was a pilot in 2017-18 for FME. Teachers are gaining an understanding of the structure and development of SLOs along iwth the data collection or portfolios to support the findings.

Instructional coaching will continue in 2018-19, as our Literacy Coaches help support the Balanced Literacy Initiative.

Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers are highly qualified
- Internship program
- Mentorship program
- Certified paraprofessionals
- Teachers participate in on-going staff development each week
- Curriculum Coach supports instructional practices

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Throughout the school year, FME teachers have grade level meetings with administration and are given time to plan together in weekly (PLC) Professional Learning Communities. Texas Resource System (TRS) offers support in guiding teachers' planning and alignment to state standards across content areas. Additional supports include the literacy library, subject support by district coordinators, interactive whiteboards, reading support, reading intervention teacher, and data from IStaton and DRA/EDL. Continued support and assistance needs to be provided to ensure fidelity to the collection and monitoring of data with the use of unit assessments and data dialogues with campus administration. Students who are struggling academically or behaviorally are provided supports through the campus RtI committee.

Curriculum, Instruction, and Assessment Strengths

Independent reading levels of students have increased. The use of small group guided reading has positively impacted student reading skills.

The use of System 44 intervention has demonstrated growth for students needing support with decoding and phonics skills.

Performance Assessment data shows growth in student critical thinking and independent growth.

FME performed at or above the state average in math reading and writing.--verify data with final results

TRS provides TEKS alignment

Small group interventions are provided during the day with System 44 and Leveled Literacy Intervention (LLI)

Parent and Community Engagement

Parent and Community Engagement Summary

Frank Macias Elementary promotes community engagement through a variety of avenues. Parents are encouraged to become involved through the volunteer program led by our Communities in Schools representative. Family events are held each year to encourage engagement. In 2017-18 the school offered, Meet the Eagles, Community Fitness Thursday-monthly, Open House in October and February, Fright Night Literacy Night, Thanksgiving Luncheon, a Christmas program, blood drives, iHeartbooks Night, a food bank distribution, Starry Night viewing with 3rd grade and many parent sessions offered by the counseling department in collaboration with CIS. Parents are encouraged to follow us on FaceBook and Twitter as well as the web page and marquee to stay current with the many events hosted by the school.

More parent involvement needs to be encouraged to help parents and families feel more at ease participating in activities on campus. Involving parents in more learning opportunities with their students will serve to support the campus as a whole by bringing in more volunteers and a general increase in parents' engagement in their child's education.

Counselors and Communities in Schools personnel provide support to increase parent and family engagement at Frank Macias.

Parent and Community Engagement Strengths

All communication is provided in English and Spanish to ensure language is not a barrier to participation.

Various avenues of communication are utilized: Campus and DIstrict web pages, FaceBook, Twitter, and flyers home for special events. These include:

- Family Literacy Nights
- Open House
- Math Night
- Community Fitness Thursday
- Terrific Kids presentations
- Awards assemblies
- Nutrition Parent Classes
- Facility use by community activities
- Facebook, Webpage and Twitter announcements for activities

School Context and Organization

School Context and Organization Summary

Frank Macias has a positive, engaging atmosphere. Students flourish in a structured environment with high expectations for classroom and common areas. Campus personnel, students and parents at Frank Macias maintain a sense of pride in the campus and its environment. The newly remodeled hallways provide an inviting atmosphere for students and staff. Campus goals are aligned with the district and supported through leadership meetings, A-Team (campus leadership), data analysis and dialogue. Opportunities are provided for additional support for students through tutoring and Saturday School, as well as homework, reading and activity clubs. Communities in Schools personnel and Counselors support additional club activities throughout the year.

Frank Macias Elementary follows a campus improvement planning cycle to identify the needs on the campus. All staff are invited and encouraged to provide feedback through lead team collaboration. All teaching staff collaborate weekly through PLCs to discuss the learning objectives, student progress and the design of rigorous, engaging lessons. The use of data analysis for planning, intervention and implementation is utilized. A data protocol is in place so that teachers analyze their classroom data and meet with their evaluator throughout the year. Progress reports and report cards are reviewed at each grading period by administration to identify student needs. RtI case managers meet with teachers monthly to ensure interventions are employed. The A-Team meets regularly to reflect and refine the campus improvement plan.

School Context and Organization Strengths

Common planning time

Data Dialogues

A-Team

Positive Behavior Intervention Support

Leadership planning meetings

Weekly highlights and reminders for staff

Monthly shared calendar of events (Outlook)

Facebook

Twitter

Website

Technology

Technology Summary

The campus encourages the use of technology in the classroom. Each classroom has an ActivBoard to aide instruction. Each class has a set of iPads for instructional use. Additional training in the use of the available technology is needed in order to utilize the technology to its fullest potential.

Technology Strengths

Increased internet connectivity

Increased student access to technology (one-to-one learning environment for 5th grade) Instructional Technology Coach to lead and support instructional technology use User-friendly website

Increased lab access for student and class projects (open lab schedules)

Eagle Techies (student technology assistants)

FME Eagle Geek Squad (staff technology support team)

Communication through Facebook, web page and Twitter about activities

All classrooms have mounted projectors for Activboards or SMART TVs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 16, 2015


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













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


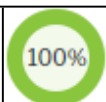
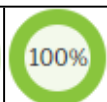


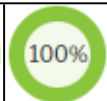
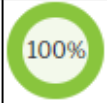
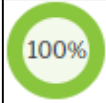
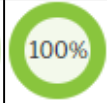
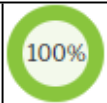
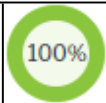
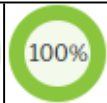
Evaluation Data Source(s) 1: I-STATION

STAAR
TELPAS
Checkpoints
Formative Assessments
Performance Assessments
System 44

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<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>	3.1	Campus Admin. Curriculum Coach Teachers	<p>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</p>				
Funding Sources: 199 GENERAL FUND - 0.00							

<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>	3.1	Campus Admin. Curriculum Coach	DRA/EDL I-Station TELPAS STAAR				
<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>	3.1	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities				
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Purchase Order Reports Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR STAAR Interim (TEA)				Funding Sources: 199 GENERAL FUND - 18015.00, 211 ESEA, TI A IMP - 23466.59
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers System 44 teacher	Purchase Order Reports End of Unit Assessment Data (Eduphoria) PLC minutes I-Station TELPAS STAAR System 44 reports				Funding Sources: 211 ESEA, TI A IMP - 0.00

<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Unit Assessment Data (Eduphoria) I-Station TELPAS STAAR DRA/EDL data Running Records				
Funding Sources: 211 ESEA, TI A IMP - 23466.59, 199 GENERAL FUND - 1150.00							
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Year At a Glance b) TRS IFD c) Lesson plans d) Unit Assessment Data (Eduphoria)				
Funding Sources: 211 ESEA, TI A IMP - 16014.00							
<p>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>	2.4, 2.5, 2.6	Campus and District Admin Curriculum Coach	Unit Assessment Data (Eduphoria) PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs				
Funding Sources: 199 GENERAL FUND - 4500.00							
<p>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>	2.4, 2.5, 2.6	Campus Curriculum Coach and Admin, District Admin.	Formative assessment data PLC minutes and Notes I-Station TELPAS STAAR) Walk-Throughs for implementation Sign-in sheets				
Funding Sources: 211 ESEA, TI A IMP - 2200.00, 199 GENERAL FUND - 1150.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 10) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Central Office Staff	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records				
	Funding Sources: 255 ESEA, TIIA, TPTR - 0.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 11) Implement Balanced Literacy Model using the Fountas and Pinnell texts to include: a) Read Alouds b) Independent Reading c) Shared Reading d) Phonemic Awareness and Phonics e) Guided Reading h) Vocabulary f) Reading Conferences g) Fluency and Comprehension h) Dictado/Dictation	2.4, 2.5, 2.6	Campus Admin Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities				
	Problem Statements: Student Achievement 1, 2 Funding Sources: 255 ESEA, TIIA, TPTR - 0.00, 211 ESEA, TI A IMP - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 12) Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension	2.4, 2.5, 2.6	Admin System 44 Teacher	Student sign ins Budget				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
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.	2.4, 2.5, 2.6	System 44 teacher Admin Budget Clerk	sign in Student progress logs				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement

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

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

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





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

Evaluation Data Source(s) 2: STAAR

- TELPAS
- Checkpoints
- Formative Assessments
- Performance Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Meetings				
Funding Sources: 211 ESEA, TI A IMP - 23466.59							
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions				
Funding Sources: 199 GENERAL FUND - 0.00							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>3) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Admin. Curriculum Coach Teachers</p>	<p>Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	
<p>Funding Sources: 211 ESEA, TI A IMP - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: FME will reduce the gap between all sub-populations (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.

Evaluation Data Source(s) 3: STAAR

Checkpoints

Formative Assessments

Performance Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 2) Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Central Office Staff	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
Funding Sources: 211 ESEA, TI A IMP - 24300.00							

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.)	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
	Funding Sources: 199 GENERAL FUND - 1675.00						
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 Academies	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
	= Accomplished = Continue/Modify = No Progress = Discontinue						





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.

Evaluation Data Source(s) 4: STAAR

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<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>	2.4, 2.5, 2.6	Campus Admin. Teachers Dist. Coord. Campus Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans				
Funding Sources: 199 GENERAL FUND - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders.</p>	2.4, 2.5, 2.6	Campus Admin. Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records				
Funding Sources: 211 ESEA, TI A IMP - 0.00							

<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>	2.4, 2.5, 2.6	Campus Admin. Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records				
Funding Sources: 199 GENERAL FUND - 7464.00							
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans Purchasing records				
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	Purchase Order Reports Field Trip requests Learning Thursdays Student products and reflections				
Funding Sources: 199 GENERAL FUND - 5525.00							
<p>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>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	Campus displays Purchase Order Reports Student products and reflections				
Funding Sources: 211 ESEA, TI A IMP - 23466.59							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 7) Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.	2.4, 2.5, 2.6	Campus Admin Curriculum Coach Teachers	Campus displays Purchase Orders Reports Student Products and reflections				
	Funding Sources: 211 ESEA, TI A IMP - 0.00						
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.	2.5	Campus Admin Technology Coach Teachers	Campus displays District Competition Purchase Orders Reports Student Products and reflections				
	Funding Sources: 211 ESEA, TI A IMP - 420.00, 199 GENERAL FUND - 7464.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 5: I-STATION

DRA/EDL










STAAR






TELPAS

Guided reading Binders

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>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>	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
Funding Sources: 199 GENERAL FUND - 8800.00							

<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>	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach, Teachers, Support Teachers	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
Funding Sources: 199 GENERAL FUND - 18015.00							
<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>	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
Funding Sources: 211 ESEA, TI A IMP - 23129.00							
<p>4) Provide opportunities that will enrich student learning such as UIL, science fair, student activities and jobs on campus, clubs, intramurals.</p>	2.5	All Staff	a) Number of Students participating/parental permissions b) Surveys				
Funding Sources: 199 GENERAL FUND - 0.00							
<p>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.</p>	2.5, 2.6	Campus Admin. Teachers	a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports				
Funding Sources: 199 GENERAL FUND - 450.00							
<p>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.</p>	2.5	GT Teacher Campus Admin	a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination...c)Gains in performance on STAAR				
Funding Sources: 199 GENERAL FUND - 0.00							

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

Evaluation Data Source(s) 6: STAAR Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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.	2.4, 2.5, 2.6	Campus Admin. CTC Teachers	STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products				
Comprehensive Support Strategy Targeted Support Strategy 2) Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.	2.4, 2.5, 2.6	Campus Admin Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS Walk-throughs Lesson Plans Log-In reports				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
Targeted Support Strategy 3) Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support.	2.4, 2.5, 2.6	Campus Admin. Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS alignment Walk-throughs Lesson Plans				
Funding Sources: 211 ESEA, TI A IMP - 11065.00, 199 GENERAL FUND - 0.00							
Targeted Support Strategy 4) Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.	2.4	Campus Admin. Instructional Teachnology Coach Teachers	STAR Report Eduphoria Sign in sheets				
Funding Sources: 199 GENERAL FUND - 2400.00							

Comprehensive Support Strategy Targeted Support Strategy 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.	2.4, 2.5, 2.6	Campus Admin. Teachers Instructional Technology Coach	STAR Report Purchase Order Reports TRS alignment Walk-throughs				
	Funding Sources: 211 ESEA, TI A IMP - 18400.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 7: All student groups and student sub groups (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will meet all sections of the state fitness requirements in 2018-2019

Evaluation Data Source(s) 7: Fitness gram

Summative Evaluation 7:

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

Evaluation Data Source(s) 8: I-STATION
 STAAR
 PK Assessments CLI Engage
 TELPAS results

Summative Evaluation 8:




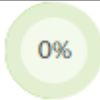

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32	2.4, 2.5, 2.6	Principal, Assistant Principal, Curriculum Coach	Teacher Reports (Grade level Mtgs) Checkpoint Data (Eduphoria) STAAR TAPR/AYP				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

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

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

Summative Evaluation 9:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>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>	2.4, 2.5, 2.6	PEIMS/Attendance Clerk Attendance Committee Administration	Increased attendance within and across grade levels.				
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Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.

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

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

Summative Evaluation 10:

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

















<p>Comprehensive Support Strategy 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>2.4, 2.5, 2.6</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>Comprehensive Support Strategy Targeted Support Strategy</p> <p>7) Meet with parents for compulsory attendance related issues</p>	<p>2.4, 2.5, 2.6, 3.2</p>	<p>Campus Admin. Teachers Nurse Attendance Committee</p>	<p>a) Sign In logs b) Meeting/Warning Letter Copies Parent-Student Attendance Contract</p>				
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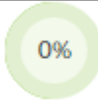

Goal 2: Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Crisis management team will meet to review and evaluate procedures each semester.	2.6	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
Comprehensive Support Strategy 2) Implement a system to check visitors who do not have a visible visitor pass.	2.5, 2.6	Campus Admin. Office Staff Security, Teachers	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
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.	2.6	Campus Admin. Office Staff Security Custodians	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
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.	2.6	Campus Admin. Security	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Safety/Security Audits/Inspections d) Campus Crisis Mgt Team Evaluation/Minutes				
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.	2.6	Campus Admin. Security Nurse Safety/Emergency Team, Teachers and staff.	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes c) Calendar of Activities d) Teacher Reports (Grade level Mtgs)				
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.	2.4, 2.5, 2.6	Campus Admin. Security, Counselor, CIS personnel.	Safety/Security Audits/Inspections Campus Crisis Mgt Team Evaluation/Minutes				
Funding Sources: 199 GENERAL FUND - 0.00							

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>7) Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.</p>	2.6	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) Red Ribbon Week activities that promote drug free decision making.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselors, CIS personnel.	a) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 0.00						
Comprehensive Support Strategy Targeted Support Strategy 2) Terrific Kids and campus award ceremonies celebrating student successes and improvements.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor CIS Personnel	a) Calendar of Activities				
	Funding Sources: 199 GENERAL FUND - 0.00						
3) Joint activities with HHS, HMS, REJHS, CTW and DHE about positive choices and providing local role models.		Campus Admin. Teachers Counselor	a) Calendar of Activities				
Comprehensive Support Strategy Targeted Support Strategy 4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.	2.4, 2.5, 2.6	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals				
	Funding Sources: 199 GENERAL FUND - 0.00						
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.		Campus Admin. Teachers Counselor Communities in Schools staff member	a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation				














<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>6) Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.</p>	2.4, 2.5, 2.6	Campus Admin., Teachers, and Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities				
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>7) Celebrate achievements on boards, in hallways and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.</p>	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis	a) Calendar of Activities				
<p>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>	2.4, 2.5, 2.6	Campus Administration, CIS Personnel	a) Tutoring schedules b) student tutoring rosters c) lesson plans				Funding Sources: 211 ESEA, TI A IMP - 0.00
<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>	2.4, 2.5, 2.6	All Staff	Purchase Orders				Funding Sources: 199 GENERAL FUND - 700.00
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<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>	2.4, 2.5, 2.6, 3.1	Campus Admin. Teachers Counselor PBIS Team	a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home Coffee with the Principal Monthly Meetings				
<p>Comprehensive Support Strategy Targeted Support Strategy 2) The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.</p>	2.4, 2.5, 2.6	Campus Admin., Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports				
<p>Comprehensive Support Strategy Targeted Support Strategy 3) Student Incentives: Use Eagle Bucks, The Eagle's Nest Cafe, and Golden Eagle Buck Events.</p>	2.4, 2.5, 2.6	Campus Admin, Teachers, Counselor, PBIS Team	a) Improved campus climate b) Teacher Reports (Grade level Meetings) c) Calendar of Activities d) Discipline Referral Reports				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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.	2.5, 2.6	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				
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.)	2.6	Campus Admin. Custodians	a) Work Orders b) Needs Assessments and Inventory Reports c) Purchase Order Reports				

= 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.

Evaluation Data Source(s) 5: Annual CNA

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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.	2.4, 2.5, 2.6	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA				
Funding Sources: 199 GENERAL FUND - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
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.				
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				
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.				
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 bieng efficient in the electricity used by the teachers.				
= 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.

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

Summative Evaluation 1:

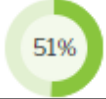


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy 1) Ensure that all teachers are certified in the appropriate subject or grade.	2.4, 2.5, 2.6	Campus Admin.	a) SBEC b) Personnel Reports				
Comprehensive Support Strategy Targeted Support Strategy 2) Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.	2.4, 2.5, 2.6	Campus Admin.	a) SBEC b) Job Fair Sign In Sheets				
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.	2.4, 2.5, 2.6	Campus Admin.	a) Teacher Reports (Grade level Mtgs) b) Intern Rosters				
= 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 2: Frank Macias Elementary and Clint ISD will provide professional development to the staff in content areas including technology integration.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Provide professional development to all staff members to retain highly qualified teachers.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach	Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters				
Funding Sources: 199 GENERAL FUND - 0.00, 255 ESEA, TIIA, TPTR - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs)				
Funding Sources: 255 ESEA, TIIA, TPTR - 1578.00, 199 GENERAL FUND - 7464.00							
<p>Comprehensive Support Strategy Targeted Support Strategy 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>	2.4, 2.5, 2.6, 3.2	Campus Admin. Curriculum Coach Invited Guest Members	Calendar of Activities Agendas Minutes				







<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>	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets				
<p>Funding Sources: 211 ESEA, TI A IMP - 23466.59</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							










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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy 1) Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse Communities in Schools personnel	Calendar of Activities Survey Data Student Data (all sources to identify needs)				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
2) Communicate with newsletters, website, Facebook, Twitter, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish.	3.2	Campus Admin. Teachers Nurse Counselor Communities in Schools personnel	Survey Data Communication Logs				
3) Utilize updated annual Title I Parent/Teacher/Student Compact		Campus Admin. Site Base Team Counselors Communities in Schools personnel	Federal Programs Binder Sign in sheets				
Comprehensive Support Strategy Targeted Support Strategy 4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RTI communication.	3.1, 3.2	Teachers Office staff Counselors Communities in Schools personnel	Survey Data Sign in sheets Communication logs				

Comprehensive Support Strategy Targeted Support Strategy 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 .	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel	Volunteer Report Communication Logs				
Comprehensive Support Strategy Targeted Support Strategy 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.	2.5, 2.6	Campus Admin. Counselor Communities in Schools personnel	Survey Data Communication Portfolio Head Start Calendar				
Comprehensive Support Strategy Targeted Support Strategy 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.	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Calendar of Activities Flyers, Newsletters Sign in Sheets				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
Comprehensive Support Strategy Targeted Support Strategy 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	2.4, 2.5, 2.6, 3.1, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets TRS Calendar of Activities Flyers, Newsletters				
Targeted Support Strategy 9) Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement.	3.1, 3.2	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Sign In Sheets Calendar of Activities Flyers, Newsletters				
Funding Sources: 211 ESEA, TI A IMP - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Maintain a 90 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.
1	1	4	Purchase materials in English/ Spanish and provide training to supplement each component of the Balanced Literacy Model especially in the areas of phonics, leveled reading texts (hard copy and e-book), guided reading/running records, shared reading, and genres to align with the TEKS and STAAR. Use chart tablets to provide anchor charts to model concepts for students. Use vis a vis markers and sheet protectors for differentiated instruction to support reading.
1	1	5	Provided supplemental support and intervention in components of balanced literacy with a primary focus on phonological awareness and phonics as they impact reading through System 44 support.
1	1	6	Assess students using I-Station, Scholastic Reading Inventory, DRA/EDL and other assessments to identify interventions and enrichment instruction based on individual needs Assessment will provide guided instruction at the student's individual reading level.
1	1	7	Ensure alignment between TRS IFD and customized YAG to develop and plan instructional lessons (during PLCs) utilizing district template to ensure spiral reviews and maintain rigor within the lessons.
1	1	8	Provide training, modeling, and coaching for Balanced Literacy. Purchase materials to prepare for more rigorous TEKS, the STAAR test, Balanced Literacy implementation, and providing effective student interventions. Administrative, Instructional Coach and teacher participation in training and conferences to support district and campus initiatives . (NABE, TEPSA, AIE, Las Cosechas, or others)
1	1	9	Provide training, modeling, and coaching for Balanced Literacy to include Siedlitz strategies, Balanced Literacy instruction for lead team, and others.
1	1	10	Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics Vocabulary/Word Study Fluency Comprehension while guiding students to close reading, deep thinking about texts dictation practice.
1	1	11	Implement Balanced Literacy Model using the Fountas and Pinnell texts to include: a) Read Alouds b)Independent Reading c)Shared Reading d)Phonemic Awareness and Phonics e) Guided Reading h) Vocabulary f) Reading Conferences g) Fluency and Comprehension h) Dictado/Dictation
1	1	12	Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension
1	1	13	Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 62 students.
1	2	1	Follow implementation of Writer's Workshop utilizing resources such as Empowering Writers, Thinking Maps, and Balanced Literacy materials/programs in conjunction with TRS to align with the writing TEKS .

Goal	Objective	Strategy	Description
1	2	2	Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.
1	2	3	Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.
1	3	1	Use TRS YAG and IFD to plan lessons in all areas of the math TEKS with emphasis on: addition and subtraction w/whole numbers and decimals, multiplication and division, and underlying processes and mathematical tools (problem solving embedded).
1	3	2	Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.
1	3	3	Target Reading and decoding skills of LEP students to improve comprehension on math problems and directions to include math vocabulary skills. Purchase materials to prepare and support more rigorous Math TEKS instruction in grades 1-5, Mentoring Minds, I station Math, & Reasoning Minds etc...
1	3	4	Utilize a variety of digital and hard copy materials to support mathematics in all reporting categories. (including Google Classroom, iPad APPS, software subscriptions, etc.)
1	3	5	Utilize unit and common assessments to measure student mastery while following TRS and customized YAG during TRS TEKS Academies
1	4	1	Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into ESL and reading/language arts. Partner with Region 19 to extend the teaching with science materials.
1	4	2	Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders.
1	4	3	Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.
1	4	4	Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.
1	4	5	Provide field trips and virtual field trip experiences aligned to science TEKS and TRS YAG's in order to build background knowledge for students to relate to concepts in real life applications.
1	4	6	Provide materials to support Performance Assessment aligned to the the STARR / TEKS at each grade level. Materials may include poster board and science board for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, broad/chisel tipped colored markers, multidimensional display mechanisms, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors.
1	4	7	Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.

Goal	Objective	Strategy	Description
1	5	1	Identify students for subpopulations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instructions, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading): Program criteria: *Assessment *Identification *Referral *Placement* Program implementation * Evaluation *Exit Criteria
1	5	2	Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring/Saturday School (3-5 STAAR Tutoring) Enrichment/Reading Computer Lab and Summer School
1	5	3	Implement a skills based tutoring and enrichment program based on assessment results. ELL students will receive instruction with an emphasis towards improving English language skills to be successful in math, reading, science, and other subjects... Newcomer and intermediate ELL students will receive support in their native language to build content skills. Implement the use of support aides to provide interventions. Provide the necessary materials and supplies to provide interventions and instruction.
1	5	7	10) Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, etc.
1	6	1	Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills.
1	6	2	Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.
1	6	5	Provide an interactive approach to instruction to meet students needs for multisensory instruction. Provide the opportunity for learning via the interactive whiteboard, smart tvs, ipads, and chromebooks for economically disadvantaged students to master the TEKS.
1	7	1	Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.
1	7	2	Encourage family involvement in health activities such as Community Fitness Friday.
1	7	3	Promote tobacco, alcohol, and drug prevention.
1	7	4	Participate in and implement district school health advisory council recommendations and policy changes.
1	8	1	Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32
1	9	1	Weekly Challenges for 98% attendance in each classroom. Nine week challenges and incentives for 98% attendance per classroom to include stickers, pencils, ribbons, popcorn, etc. Attendance certificates for Perfect Attendance at 9 weeks, semesters and year.
1	10	1	Increase ADA to 97.5.% or above
1	10	2	Implement Career activities through lessons, research, and career week.

Goal	Objective	Strategy	Description
1	10	3	Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities
1	10	4	Provide a positive learning environment that promotes daily attendance
1	10	5	Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses
1	10	6	Use weekly, 9 week, semester, and year end incentives for students that achieve perfect attendance (free dress, Pizza parties, coupons, pencils, certificates, and others developed by PBIS Team)
1	10	7	Meet with parents for compulsory attendance related issues
2	1	1	Crisis management team will meet to review and evaluate procedures each semester.
2	1	2	Implement a system to check visitors who do not have a visible visitor pass.
2	1	3	Address accessible areas annually, such as doors, access to the roof, utilities by identifying the person(s) who will be responsible for monitoring.
2	1	4	Identify staff member to check signs and visibility for parking, entrances, and exits. Conduct regular safety walk-throughs in/outside of the campus.
2	1	5	Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Dept. Horizon PD and El Paso and Horizon Fire Departments.
2	1	6	Train staff, parents, and students on safety and visitor procedures, pick up, drop off, and what to do in the event of an emergency also to include: bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention. Provide select staff with CPI training.
2	1	7	Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.
2	2	1	Red Ribbon Week activities that promote drug free decision making.
2	2	2	Terrific Kids and campus award ceremonies celebrating student successes and improvements.
2	2	4	Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.
2	2	6	Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.
2	2	7	Celebrate achievements on boards, in hallways and with rewards/incentives on a weekly and/or 9 week basis for academic, attendance, and positive behavior.
2	2	8	Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling

Goal	Objective	Strategy	Description
2	2	9	Establish and promote a self-care and clean environment in all classrooms to support all student needs.
2	3	1	PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community.
2	3	2	The consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.
2	3	3	Student Incentives: Use Eagle Bucks, The Eagle's Nest Cafe, and Golden Eagle Buck Events.
2	4	1	Replace or repair broken furniture, audio visual equipment, technology, carpet, and items on or associated with the facilities and grounds.
2	4	2	Implement a preventive maintenance program and schedule to maintain facilities and grounds (such as paint, replace carpeting in the data room, etc.)
2	5	1	Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, PE materials and equipment, chart tablets.
4	1	1	Ensure that all teachers are certified in the appropriate subject or grade.
4	1	2	Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions.
4	1	3	Participate as a teacher preparation site for UTEP, Region 19 and other teacher preparation programs to train interns and have greater opportunity to recruit interns as FME teachers.
4	2	1	Provide professional development to all staff members to retain highly qualified teachers.
4	2	2	Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.
4	2	3	Leadership Team will meet Monthly. The team will include the Principal, Assistant Principals, Curriculum Coach, and other members as necessary to evaluate and plan for campus curriculum needs, assessment, and campus structures that need to be adjusted.
4	2	4	Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD.
5	1	1	Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically
5	1	4	Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.

Goal	Objective	Strategy	Description
5	1	5	Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis .
5	1	6	Provide transition activities for Head Start/PK students and parents, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.
5	1	7	Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.
5	1	8	Provide parent training to assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies

State Compensatory

Budget for Frank Macias Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6112 01 105 0 30 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,885.00
199 E 11 6117 18 105 0 30 000	6117 Career Ladder - Locally Defined	\$14,191.00
6100 Subtotal:		\$21,076.00
6200 Professional and Contracted Services		
199 E 13 6239 00 105 0 30 000	6239 ESC Services	\$500.00
199 E 11 6247 00 105 0 30 000	6247 Contracted Maintenance and Repair - Locally Defined	\$0.00
199 E 12 6247 00 105 0 30 000	6247 Contracted Maintenance and Repair - Locally Defined	\$0.00
6200 Subtotal:		\$500.00
6300 Supplies and Services		
199 E 11 6329 00 105 0 30 000	6329 Reading Materials	\$20,920.00
199 E 11 6399 00 105 0 30 000	6399 General Supplies	\$7,807.00
199 E 11 6399 44 105 0 30 000	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$29,727.00

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denise Barraza	Support Teacher	Reading	1.0

A Team

Committee Role	Name	Position
Administrator	Olga Lopez	Principal
Administrator	Julia Truax	Assistant Principal
Classroom Teacher	Denise Barraza	Teacher
Non-classroom Professional	JoAnn Brant	Curriculum Coach
Non-classroom Professional	James Ryan	Instructional Technology Coach
Classroom Teacher	Maria Angelina Tovar	Classroom Teacher
Classroom Teacher	Kimberely Contreras	Classroom Teacher
Classroom Teacher	Maria Rocha	Second Bilingual

Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	1			\$0.00
1	1	4			\$18,015.00
1	1	6			\$1,150.00
1	1	8			\$4,500.00
1	1	9			\$1,150.00
1	2	2			\$0.00
1	3	4			\$1,675.00
1	4	1			\$0.00
1	4	3			\$7,464.00
1	4	5			\$5,525.00
1	4	8			\$7,464.00
1	5	1		199.11.6339.00.105.0.25.000	\$7,000.00
1	5	1		199.11.6339.00.105.0.21.000	\$1,800.00
1	5	2			\$18,015.00
1	5	4			\$0.00
1	5	5		199.11.6494.00.105.0.21.000	\$450.00
1	5	6			\$0.00
1	5	7			\$0.00
1	6	3			\$0.00
1	6	4			\$2,400.00
2	1	6			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00

2	2	9			\$700.00
2	5	1			\$0.00
4	2	1			\$0.00
4	2	2			\$7,464.00
Sub-Total					\$84,772.00

211 ESEA, TI A IMP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$23,466.59
1	1	5			\$0.00
1	1	5			\$0.00
1	1	6			\$8,300.00
1	1	6			\$8,300.00
1	1	6			\$6,866.59
1	1	7			\$8,007.00
1	1	7			\$8,007.00
1	1	9			\$2,200.00
1	1	11			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	2	1			\$23,466.59
1	2	3			\$0.00
1	3	3			\$15,300.00
1	3	3			\$9,000.00
1	4	2			\$0.00
1	4	6			\$23,466.59
1	4	7			\$0.00
1	4	8			\$420.00

1	5	3			\$23,129.00
1	6	2			\$0.00
1	6	3			\$11,065.00
1	6	5			\$18,400.00
2	2	8			\$0.00
4	2	4	substitutes for TEKS Academies		\$23,466.59
5	1	1			\$0.00
5	1	7			\$0.00
5	1	9			\$0.00
Sub-Total					\$212,860.95
255 ESEA, TIIA, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	11			\$0.00
4	2	1			\$0.00
4	2	2			\$1,578.00
Sub-Total					\$1,578.00
Grand Total					\$299,210.95