

**Clint Independent School District**  
**Frank Macias Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

Clint Independent School District

Together... We Build Tomorrow

We Are:

Committed

Learner Centered

Innovative

Nuturing

Transparent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Our School:

Frank Macias Elementary is a Title I campus located in Horizon City on the far east side of El Paso County. We are the home of the Unstoppable Eagles, where everyday we are "Going strong, Soaring Like Eagles All Day Long!" Frank Macias has a current enrollment of 1020 students and we are enrolling new students every day. The average daily attendance for 2018-2019 was 95.84%. Currently, we are averaging 97.57% daily attendance. Our student population during the 2018-2019 concluded with 1,150 students.

#### Our Student Populations:

93.9% Hispanic

4.9% White

0.3% African American

0.6 % American Indian

0.4% Two or more races

55.9% ELL

88.5% Economically Disadvantaged

72.3% At Risk

8.8% receiving Special Education Services

#### Who Are We? ~ Our Staff:

There are ninety total staff members for the 2019-2020 school year, this does not include the cafeteria staff of ten members. Our new complete staff total for the 2019-2020 school year is one hundred members. This includes three administrators, eight professional support staff, and twelve instructional aides. The campus hosts 62 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.

#### FME Mission Statement:

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

### **FME Vision Statement:**

- Frank Macias Elementary will be a model of high standards for student academic excellence.
- Frank Macias Elementary will ensure a safe well-disciplined positive learning environment for all students.
- Frank Macias Elementary will operate efficiently being fiscally responsible. Frank Macias Elementary will become the employer of choice in order to seek and retain effective personnel.
- Frank Macias Elementary will include parents, community, and business members in the education of all students.

### **Our Parents/Community:**

Our community is diverse and highly involved in their child's education. During this 2019-2020 school year we have scheduled many student events in which all our Eagle families will be invited to partake. We notify our FME families using all our social media websites, Facebook, Classdojo, and Twitter and also via the district's Peachjar App. Additionally we send out the information on paper for our families that do not have internet and/or cell phone access at home. All communication with our families is sent in both, English and Spanish.

### **Demographics Strengths**

FME 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 (88.5%.) Frank Macias has many strengths, one being that our demographics represent a diverse population. It is rich with culture, language and strong positive beliefs in that all our student will positively experience high academic achievement coupled with a solid and steady environment that stresses

Early exits at 5th grade exits for this year were few, three (3) at 5th grade students in 2019. Four(4) in 2nd Grade during the 2017-2018 school year. Only one student exited during the 2018-2019 school year.

Academic support is provided through Response to Intervention, Robotics Program, Prek-BeeBots, Destination Imagination, UIL, Drumfit, Jumpin' Jammers, and, Techie Eagles Program, ENN News Cast Club and other programs. This school year, 2019-2020 we are starting early to provide academic support to our students who need it based on reading data from 2018-2019. To start off the year our acceleration day will be on Tuesdays during the beginning of the school year.

Meals are provided to all our students, to include breakfast delivered in the classroom, lunch is served to all our students in the cafeteria during their scheduled time and also dinner is served during after school acceleration programs, such as: after school acceleration days, Saturday Acceleration Super School. Enrichment activities continue to provide outlets for student creativity through programs such as our GT program. This year we have also added a

Music teacher and she will be providing music instruction for all our Kinder through fifth grade students.

For our EL's, English Language learners instruction for all content areas will be delivered in English by our highly qualified and certified bilingual teachers. This year at Clint ISD we will be implementing with fidelity to our new Bilingual/ESL Framework for grades Pre-K through 5th grade. Additional support for English language acquisition is provided utilizing Imagine Learning and 7 Steps processes. Bilingual teacher will all be a part of the Bilingual feeder pattern meetings to receive current teaching strategies, review EL data that is relevant and continue to improve on their craft for the sole purpose of positively impacting the lives our our English Language learners. It will be very important for all our bilingual teacher to stay on course for our ELs to benefit from the new Bililngual Framework.

### **C.I.S.D.'s Bilingual/ESL Program Model**

Transitional Bilingual/Early Exit is a bilingual program model in which students identified as English learners are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two years or later than five years after the student enrolls in school. Instruction in this program is delivered by a teacher appropriately certified in bilingual education under TEC, §29.061(b)(1), for the assigned grade level and content area. The goal of the early-exit transitional bilingual model is for program participants (students) to use their primary language as a resource while acquiring full proficiency in English. This model provides instruction in literacy and academic content through the medium of the students' primary language along with instruction in English that targets second language development through academic content.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** English Language Learners will transition to the new Bilingual Framework. During the 2019-2020 school year our students will receive instruction in all core content areas in English with Spanish support as needed. **Root Cause:** Students are used to receiving instruction in Spanish.

# Student Academic Achievement

## Student Academic Achievement Summary

During the 2018-2019 school year the implementation of academic acceleration began during the middle of January 2019. This was done based on all our middle of the year student data that is provided to us from our Data and Accountability Department along with the middle of the year benchmark data. All teachers (Pek, SPED, K, 1st & 2nd) jumped on board to provide support for all 3rd, 4th and 5th grade teachers by assisting them with accelerating their students in academic areas with the greatest needs.

Data tracking and goal setting have proven effective in raising student achievement levels. Teachers, taught students how to set goals for themselves throughout the year.

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

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

1. PreK-T1/36% & T2/31%
2. K-T1/43% & T2/28%
3. 1st-T1/51% & T2/26%
4. 2nd-T1/49% & T2/18%
5. 3rd- T1/41% & T2/28%
6. 4th-T1/57% & T2/23%
7. 5th T1/57% & T2/18%

### TELPAS results indicate the numer of students progressed at least one proficiency level. See Below.

1. Kinder - TELPAS Composite Rating: 55 students at the Beginning level and 27 at the intermediate level, zero at the advanced and advanced high levels.
2. First Grade - TELPAS Composite Rating: 13 students at the Beginning levels, 44 intermediate levels, 32 at the advanced level, and one student at the advanced high level.
- 3.

## Student Academic Achievement Strengths

### Grade 5 Math

Campus District	2019 June Math Retester Count	2019 May Math Retester Count	% of Number Students		% Gain or Loss	
			Who Passed Math In 2019	Who Passed Math in 2018		
FRANK MACIAS EL20	93	161	68	42%	31%	11%
Grade 5 Reading			26	57%	44%	13%

Campus District	2019 June Reading Retester Count	2019 May Reading Retester Count	% of Number Students		% Gain or Loss	
			Who Passed Reading In 2019	Who Passed Reading in 2018		
FRANK MACIAS EL41	177	266	89	34%	15%	19%
Grade 5 Reading			62	34%	9%	25%

The table above indicated our preliminary 5th Grade STAAR Scores to include the second administration of STAAR Reading and Math. When comparing Math STAAR scores from 2019 to 2018, Frank Macias Elementary showed an increase of 13% students passing the STAAR assessment. Additionally, there was an increase in STAAR Reading from 2019 to 2018, Frank Macias Elementary showed an increase of 25% students passing the STAAR assessment.

### 2018 and 2019 STAAR 3-5 Results

**English and Spanish Combined, April and May SSI Administrations Combined  
Does Not Include STAAR Alt 2 Data**

### Grade 3



**2017-2018 School Year**  
**2018 May STAAR - Grade 3**  
**Math**

**2018-2019 School Year**  
**2019 May STAAR - Grade 3 Math**

Grade 3 Math	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain	Gain	Gain or Loss	
									or	or	Loss	
									Loss	Loss	Loss	
Clint ISD	836	70%	40%	18%	Clint ISD	759	77%	44%	21%	7.2%	4.6%	2.5%
<b>FME</b>	<b>167</b>	<b>69%</b>	<b>43%</b>	<b>23%</b>	<b>FME</b>	<b>132</b>	<b>73%</b>	<b>37%</b>	<b>11%</b>	<b>3.9%</b>	<b>-5.4%</b>	<b>-12.1%</b>

**2017-2018 School Year**  
**2018 May STAAR - Grade 3**  
**Reading**

**2018-2019 School Year**  
**2019 May STAAR - Grade 3 Reading**

Grade 3 Reading	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain	Gain	Gain or Loss	
									or	or	Loss	
									Loss	Loss	Loss	
Clint ISD	837	68%	29%	13%	Clint ISD	761	69%	34%	20%	1.0%	5.1%	7.2%
<b>FME</b>	<b>167</b>	<b>61%</b>	<b>21%</b>	<b>10%</b>	<b>FME</b>	<b>132</b>	<b>66%</b>	<b>23%</b>	<b>13%</b>	<b>4.8%</b>	<b>1.8%</b>	<b>2.7%</b>

**Grade 4**

**2017-2018 School Year**  
**2018 May STAAR - Grade 4**  
**Math**

**2018-2019 School Year**  
**2019 May STAAR - Grade 4 Math**

Grade 4 Math	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain	Gain	Gain or Loss	
									or	or	Loss	
									Loss	Loss	Loss	
Clint ISD	864	69%	36%	17%	Clint ISD	832	70%	43%	23%	0.4%	7.3%	5.5%
<b>FME</b>	<b>187</b>	<b>57%</b>	<b>24%</b>	<b>9%</b>	<b>FME</b>	<b>165</b>	<b>69%</b>	<b>41%</b>	<b>18%</b>	<b>11.9%</b>	<b>17.7%</b>	<b>9.1%</b>

**2017-2018 School Year**  
**2018 May STAAR - Grade 4**  
**Reading**

**2018-2019 School Year**  
**2019 May STAAR - Grade 4 Reading**

Grade 4 Reading	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain or Loss	Gain or Loss	Gain or Loss	
Clint ISD	864	58%	31%	12%	Clint ISD	832	66%	33%	14%	8.0%	2.6%	1.3%
FME	187	43%	19%	9%	FME	165	65%	35%	10%	22.1%	15.9%	1.7%

**2017-2018 School Year**  
**2018 April STAAR - Grade 4**  
**Writing**

**2018-2019 School Year**  
**2019 April STAAR - Grade 4 Writing**

Grade 4 Writing	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain or Loss	Gain or Loss	Gain or Loss	
Clint ISD	860	58%	31%	4%	Clint ISD	830	61%	28%	7%	3.4%	-3.2%	2.7%
FME	186	53%	28%	3%	FME	164	59%	26%	1%	5.3%	-1.7%	-2.6%

**Grade 5**

**2017-2018 School Year**  
**2018 April & May STAAR -**  
**Grade 5 Math**

**2018-2019 School Year**  
**2019 April & May STAAR - Grade 5 Math**

Grade 5 Math	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain or Loss	Gain or Loss	Gain or Loss	
Clint ISD	923	86%	49%	21%	Clint ISD	899	89%	55%	34%	3.0%	6.0%	13.0%
FME	182	87%	42%	20%	FME	186	89%	46%	27%	2.0%	4.0%	7.0%

**2017-2018 School Year  
2018 April & May STAAR -  
Grade 5 Reading**

**2018-2019 School Year  
2019 April & May STAAR - Grade 5 Reading**

Grade 5 Reading	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain or Loss	Gain or Loss	Gain or Loss	
Clint ISD	924	70%	36%	13%	Clint ISD	899	80%	39%	17%	10.0%	3.0%	4.0%
FME	182	71%	40%	17%	FME	186	78%	33%	12%	7.0%	-7.0%	-5.0%

**2017-2018 School Year  
2018 May STAAR - Grade 5  
Science**

**2018-2019 School Year  
2019 May STAAR - Grade 5 Science**

Grade 5 Science	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App	Meets	Masters	
									GL	GL	GL	
									Gain or Loss	Gain or Loss	Gain or Loss	
Clint ISD	920	64%	29%	9%	Clint ISD	898	69%	38%	17%	4.7%	9.2%	7.7%
FME	181	58%	25%	8%	FME	186	64%	34%	10%	6.0%	9.0%	1.4%

This year at Clint ISD we received our 2019 Accountability A-F Preview (Unofficial) report for the Texas Education Agency. During the past 3 years Frank Macias has received an unfavorable rating and just seemed to not be able to move up the academic achievement levels of our students. During my first year as principal at FME, I just knew that I had to improve the lives of our students and change the mindset of all our faculty and staff. That was my focus during the 2018-2019 school year. I added many positive changes to our current systems in place that created accountability for all stakeholders and most importantly a sense of urgency. The administrators and curriculum coaches met every Monday morning to discuss, walkthroughs, data from assessments, instructional needs for teachers, upcoming events, online program required time usage by teacher, Teacher in need of support, T-TESS evaluations and appraisals, attendance practices, etc. There was not one thing that contributed to our new Accountability rating for the 2018-2019 school year. All the stakeholders at FME are extremely proud of our new TEA Accountability rating of a "B." FME went from a "D" during 2017-2018 to a "B" in 2018-2019. FME, as a whole had a two (2) letter gain for the 2018-2019 school year. See the TEA Accountability A-F Preview (Unofficial) table below.

**Texas Education Agency**

**2019 Accountability A-F Preview - Unofficial**

**CLINT ISD (071901)**

**CONFIDENTIAL**

The data used to generate the preview ratings is based on preliminary consolidated accountability file (CAF) data, which does not include assessment correct still in progress.

Please note, official preliminary accountability scores and ratings released in August may differ from those provided in this preview report.

District/Campus Number	District/Campus Name	Overall Rating	Overall Score	Student Achievement Rating	Student Achievement Score	School Progress, Part A Rating	School Progress, Part A Score	School Progress, Part B Rating	School Progress, Part B Score	School Progress Rating	School Progress Score	Closing the Gaps Rating	Closing the Gaps Score
071901	CLINT ISD	B	88	B	85	C	79	A	91	A	91	B	80
071901001	CLINT H S	B	89	B	88	B	83	A	93	A	93	B	81
071901002	MOUNTAIN VIEW H S	B	84	B	83	B	84	B	87	B	87	C	77
071901004	HORIZON H S	B	80	B	81	C	79	B	82	B	82	C	76
071901009	CLINT ISD EARLY COLLEGE ACADEMY	A	97	A	96	A	90	A	96	A	96	A	100
071901041	CLINT J H SCHOOL EAST	B	83	C	76	D	69	B	87	B	87	C	74
071901042	MONTANA MIDDLE	C	76	C	71	D	63	B	82	B	82	D	61
071901044	HORIZON MIDDLE	C	77	C	73	D	63	B	82	B	82	D	64
071901045	RICARDO ESTRADA MIDDLE	B	83	C	78	C	70	B	89	B	89	C	70
071901101	WM DAVID SURRETT EL	C	77	C	71	C	77	C	78	C	78	C	73
071901102	RED SANDS EL	B	84	C	77	C	72	B	85	B	85	B	83
071901103	DESERT HILLS EL	B	89	C	77	B	88	B	85	B	88	A	92
071901104	MONTANA VISTA EL	B	84	C	73	B	86	B	82	B	86	C	79
071901105	FRANK MACIAS	B	84	C	71	B	86	C	79	B	86	C	78

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** English Language Learners across all grade levels have increased by 25 % pass rate on STAAR Reading. Scores have increased in the STAAR Math Assessment to 13%. **Root Cause:** Students identified in sub-populations including; Hispanic, Economically Disadvantaged, English Language Learners, Special Education were below 60% in Writing on the 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 needs.

**Problem Statement 3:** Average daily attendance is currently at 95.84%. Which shows a slight decrease over year end ADA form 96.06%. **Root Cause:** Inconsistent Follow-up on attendance concerns. Indadequate parent education on the necessity of attendance including information on compulsory attendanace and th impact of absences on performance.

# School Processes & Programs

## School Processes & Programs Summary

Clint ISD continues to utilize the TRS system a our Scope and Sequence, curriculum alignment through the vertical alignment documents and IFD. The IFD aligns the TEKS, ELPS and give teachers specificity to understand what needs to be taught and to what degree. Progress monitoring will be conducted through district assessments and teacher created formative assessments.

- Reading: Istation , DRA/BAS, running records, Fountas and Pinnell Balanced Literacy Model
- Imagine Learning
- System 44
- Standards aligned 3-6-9 assessments

With the high number of ELL population, we need to build structures on the campus to help not only monitor student's academics for language acquisition. The continuation of the ELD/intervention block this year will help to support our transition to a mostly English curriculum with support as needed in student's native language.

Throughout the 2018-2019 school year, FME teachers have had 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 IStation and DRA/BAS. 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.

During the 2018-2019 school year two curriculum coaches were added to our campus. One coach was designated Prek-2nd grade and one coach was designated 3rd -5th grade. Each coach worked closely with their respective grade level teachers by providing and modeling best practices for the improvement of student academic levels in all core subjects.

## School Processes & Programs Strengths

### School Processes for 2018-2019:

The start of the 2018-2019 school year began few new processes and many expectations for all faculty and staff. To start off the year, the campus administration met with all members of each grade level and all campus departments to set the expectations for the new school year. Schedules were reviewed for specialty staff; librarian, physical education teachers, paraprofessionals, to include other departments.

**We started off the year with many new processes, such as:**

1. Musical and lively mornings! Music is played every morning to receive the teachers, staff and students.
2. Campus administration focused on creating a family atmosphere for all our employees and students.
3. We started off the year by creating a culture of reading and readers! Administration encouraged everyone to read every day! The campus principal conveyed the message to all teachers that "books needed to be in the hands of all our students."
4. Being transparent!
5. Giving all teachers a voice.
6. Constant communication with parents about child's academic progress and behavior concerns.
7. New dismissal and cafeterial procedures were set at the beginning of the year.
8. Positive and tangible messages for all teacher and staff on the campus were given out on a consistent basis.
9. BOY --- Met with all department teachers and staff, set the tone and reviewed new expectations. All staff agreed to follow new expectations and signed off on the expectations.
10. Dataopoly game for % of Meets and Masters-end of unit assessments/Land on GO choose prizes of choice.
11. Writing across all contents was an expectation for all classroom. This included having the writing process posted and utilized by all student. We started the "Every Student Writes" Initiative.
12. Student Goal Setting was a requirement in every classroom. This involved teachers and counselors.
13. Conveyed weekly messages: Everyone Counts/Our Kids Deserve the Very Best/When We Do Things Together, We Are Better/Teamwork/Support/Collegiality/Everything We Do, We Do For Our Students!

14 Celebrate A lot/Have Fun/Raffles/Bake for Teachers/Goodies/Morning Cinnamon Coffee for all teachers and staff.

### **Program Strengths:**

Professional learning community meetings were not immediately scheduled at the start of the first semester. PLC planning sessions did not officially get started until the end of November 2018. This was due to observations from the 2017-2018 school year, in which the PLC sessions were not effectively implemented. Upon official implementation of the PLC planning days on Thursdays for the 2018-2019 school year they included all grade levels and SPED departments for planning purposes. They were lead and managed by the campus administration and the curriculum coaches. During the PLC planning Thursdays, data was reviewed and specific training was provided for struggling students in specific content areas.

During the PLC Thursdays, data was specifically reviewed and the use of the "Dataopoly" game was implemented. This was used to motivate all teachers to move all their students in all content areas to the "Meets and Masters" levels. Teachers were each assigned a game piece for the year, and if they landed on specific game board squares prizes would be given, which included the following: whataburger combo, taking the administrators parking for a week, requesting up to three different office supplies, leaving early by 15 minutes, and even extending their lunch time by 15 minutes.

### **Program Strength for 2018-2019:**

The programs that were implemented were the following:

1. Weekly Leadership Reviews-Data is discussed.
2. Data Driven Disaggregation Documents completed by teacher and turned in to administration – After every unit assessment and benchmark.
3. TEKS Academies K-5/Full Planning Days for each 9 Weeks. Following completion, teachers were required to turn in planning documents to administration and upload them into their google folder.
4. AIPs - Accelerated Instructional Progress Documents – Used to inform parents of child's academic progress done every 9 weeks. Teachers were required to meet face to face to keep parents informed of academic progress in all content areas. Upon completion a copy was turned into the principal's office and the teacher kept a copy for their records.
5. State of the Campus Address-Focus on Reading was held on two separate dates to inform teachers of the current state of our student's reading levels.
6. TRS Planning Documents were completed during the TEKS Academies and turned in. Teachers were required to have them on their desks in their classrooms, checking off standards and they completed delivering the instruction.
7. Student Goal Setting – Teachers/Counselors/CIS Rep.
8. Administration Data Binder – Individual teacher data after every Unit Assessment.



9. Guided Reading Binder Reviews were held every 4 weeks with immediate feedback provided to teachers for immediate implementation.
10. Consistent walk-throughs were conducted the following departments: FME Campus Administration, Instructional Services Coordinators and the Data and Accountability Team. All teams provided immediate feedback to campus administration. Follow-through of feed back was provided to all teachers for immediate implementation for improvement of student achievement levels and implementation of best practices.
11. Magical Monday Acceleration rotations were started during the month of January 2019 to help move all students up. Teachers were required to plan together for the rotations, students were shared based on their academic needs. Teachers even co-taught together to move up all students to the Meets and Masters levels.
12. After school Acceleration began during the beginning of January 2019. Every teacher was required to help accelerate all students in grades 3rd, 4th and 5th grade.
13. Guided Reading Data Talks-Goal Setting or MOY
14. TINOS – (Teachers In Need of Support) Data talks. During the month of July 2018 FME administration initiated Teacher Data Talks (Met with 10 teachers prior to the start of school do discuss data scores that was below 50% passing on any STAAR assessment).
15. 5th Grade Math Basic Skills Interventions provided by PE Coaches – 4 PE staff members began accelerations during the school day by focusing in on basic Math interventions identified 5th grade students during the month of November 2018 till the STAAR test got closer.
16. AR Reading Program was implemented with fidelity and consistency: every week we identified the Top Readers, held Class Competitions for AR Brag Flag Celebrations and Recognitions/Students were recognized during student AR Rallies with trophies, certificates.
17. Guided Reading: Binder Reviews, Onsite observations, Training, Kits18. Literacy Nights – Dec 18/Winter Wonder Reading Night for Parents and the entire community.
18. Monthly Terrific Kids Ceremonies were held to recognize student for positive character, great grades, and improvement in both behavior and academic growth.
19. Career Week/Counselor and CIS organize it - 15 to 20 different organizations were brought in to present to all our students during Career Week. Presenters spoke to students about their jobs and responsibilities. This was a week of learning for all our students and to learn about the careers and professions.
20. Kick off Reading Rally and Parade/Oct 2018 - This was conducted in tandem with Halloween, all staff dress up as their favorite book character. A parade was organized and the end of the day to include book raffles conducted every half hour of the day for our students.
21. ENN News - used as the Wednesday newscast for weekly announcement, it was pre-recorded to communicate with all students, teachers and staff of upcoming events, ADA, students and staff birthdays, and reviewed rules and new campus procedures.

22. COCO Author Visit Celebration - FME had the opportunity to invite the author of the movie and book "Coco." This created even more momentum to further develop the love of reading as the author communicated the importance of reading to our community and explained how she became an author. The entire school community all were involved by dressing up as their favorite book character. It was an unforgettable event for all our campus staff, students and teachers!
23. Blue Bonnet Book Voting - This year was the very first year for FME to have the Blue Bonnet Book Voting for our 3rd, 4th and 5th Grade students. Our librarian was charged with this new campus initiative and lead the entire event: the book ordering, signing up the campus and organizing the event till the very end.
24. Teacher Survey on Campus Culture - This was conducted and initiated by the campus principal. Results were collected and compiled and shared with all campus staff. Teacher responses created positive changed as the administration listened to the teacher requests.
25. Eagle's Weekly Pulse Newsletter – Calendar of upcoming events/Inspiration for the Week/New Assignments/New Happenings/Reminders
26. Monthly C-Team Meetings/Book Study/Campus Decisions - This amazing team met once per month to discuss upcoming events, changes, requests, data reviews, campus continuous improvement that was needed in certain areas, book study conducted and presented during each month, etc.
27. Employee and Teacher of the Month - lead by our Technology Teacher, voting done by all campus stakeholders.
28. Hospitality Committee/Monthly Luncheon to build family and create connections. Lead by one grade level representative. This was a great way to to come together to break bread. All campus employees partook in the monthly event.
29. Appreciation Notes to Teachers were posted on their classroom doors on an monthly basis to provide positive motivation. Goodies were passed out along with the daily notes for motivation.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** While our school processes were good during the 2018-2019 school year, a problem is that our processes were not tight enough.

**Root Cause:** Campus events, meetings, student activities, trainings for teachers were not set on a calendered teacher planner.

# Perceptions

## Perceptions Summary

It is the goal of Frank Macias Elementary to build a strong partnership between home and school and engage parents in their child's education. Parent involvement survey results from 2018-2019 indicate that parents are generally satisfied with the communication between school and home. Monthly calendar, call outs, and any notices sent out were written in both, English and Spanish to better serve our community.

At Frank Macias Elementary clear and transparent communication was implemented in both English and Spanish via various modes of communication, for example: via Twitter, FME Facebook page, the campus marquee and paper flyers were sent home in an effort to inform all our FME community and families of upcoming school events. Parent and community members were invited to the following events:

## Culture & Climate:

1. Meet the Eagles Night - Is a community night intended to give parents and students and parents the opportunity to meet their teacher for the very first time.
2. Literacy Nights - 2 Literacy Nights were held during the school year. One during the first semester and one during the second semester. All certified staff were required to stay and provide reading strategies to parents so parents can help their children at home. Book, goodies, best reading strategies, and other items were given to all parents that attended.
3. Fitness Fridays - Parent and the community were invited to attend our Fitness Fridays. The sole purpose for having this event is to invite parents to come to the school and exercise with their child. This was organized by our physical education teachers and one PE paraprofessional.
4. Grandparents Tea - Counselors invited all grandparents to an afternoon "grandparent with grandchild tea" event. This was held in the cafeteria and was organized by our two campus counselors.
5. Parent Information sessions provided by the Communities in Schools Representative. This year our CIS Rep, held the "Mas Cuenta" Nutrition series of classes.
6. Coffee and Pan Dulce with the Principal Monthly Parent Meetings - These meetings were prepared and presented by the campus principal for all parents to attend. Many topics were shared and reviewed with parents, including how to read to your child at home, attendance policy, data was shared with the parents on student progress, academic programs used by teachers on the campus, etc., etc.

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder patterns counselors and CIS coordinators. This partnership will continue as it has proven to be successful. CIS coordinator has provided support to our families in the forms of dental care, food pantry for families in need, health fair, Mas Cuenta Nutrition Parent Classes.

Our CIS Coordinator had been working with students and parents of our community in a variety of necessities as they come up.

Frank Macias Elementary will continue to expand and enrich parents through literacy nights, STAAR Math and Reading nights and different parent

engagement activities.

### **Vaues & Beliefs:**

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

### **CORE VALUES**

#### **We Are**

- Committed to student success as a shared responsibility among students, parents, educators, the School Board and the community.
- Learner-centered by ensuring that all students receive quality teaching and engaging instruction.
- Innovative in using global thinking and technology to empower students to become lifelong learners.
- Nurturing by creating an educational environment where all students are socially and emotionally supported, safe, and valued.
- Transparent through open communication, leadership, accountability and integrity.

Independent School District

**#WeareCLINTISD**

#### **Perceptions Strengths**

##### **Perception Strengths:**

Parents are in agreement at 85% of receiving notification of their right to request information about the qualifications regarding their child's teacher. 76% of our parents are aware of and have received information from the school about their child's State Assessment (STAAR) results. 86% of our parents were in agreement that the teacher does contact them when their child was at risk for failing. 93% of our parents were in agreement that their child's teachers did suggest homework activities for both the parent and the student. 95% of our parents were in agreement that our campus did communicate activites related to home learning in an understandable language. 75% of our parents were in agreement that they knew where they could find the school-parent-student compact and the parent & family engagement plan for the school. 91% of our parents were in agreement that the school did invite parents to particpaate in nthe planning and evaluation of our school programs. 82% of our parents were in agreement that they had attended parent meetingsn in which the school provided useful information. 84% of our parents were in agreement that our campus actively sought out ideas from parents on school-related issues such as improving communication, improving student achievement or developing programs. The parent AIP one on one conferences has proven to be beneficial to

our parents as important academic information is communicated early on. AIP conferences are held at the middle of every nine weeks. Our literacy parent nights have proven to be successful as evidenced by the parental participation counts.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parent are misinformed on what and how students are learning the Math, Reading, Writing and Science contents. **Root Cause:** Parents are not engaged on how to help their child at home with the Math, Reading, Writing and Science contents.

# Priority Problem Statements

**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 1 Areas:** Student Achievement

**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.

**Problem Statement 2 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data



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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Goals

Revised/Approved: September 25, 2019

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

**Performance Objective 1:** At FME all student groups and student all student sub groups (ELL, SpEd, A/R, GT, Eco. Dis., 504, Migran, Homeless) will pass all section of the READING STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

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

STAAR

TELPAS

Checkpoints 3-6-9 weeks

Formative Assessments

Performance Assessments


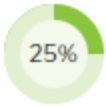


System 44







Imagine Learning







**Summative Evaluation 1:**






**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Additional Targeted Support Strategy</b> 1) Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness Phonics, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice. All student populations - including White will meet performance objective targets.	3.1	Campus Admin. Curriculum Coach Teachers	a. Walk-throughs b. Checkpoint data c. Lesson plans d. PLC information (agendas) e. Training sign-ins/evaluations f. Calendar of activities g. Purchase Order records				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
<b>Additional Targeted Support Strategy</b> 2) Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy	3.1	Campus Admin. Curriculum Coach	DRA/BAS I-Station TELPAS STAAR				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Maintain a 90 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.	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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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, interactivater read alouds, 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.	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)				
<b>Funding Sources:</b> 199 GENERAL FUND - 20000.00, 211 ESEA, TI A IMP - 23466.59							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	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				
				<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Unit Assessment Data (Eduphoria) I-Station TELPAS STAAR DRA/EDL data Running Records				
				<b>Funding Sources:</b> 211 ESEA, TI A IMP - 23466.59, 199 GENERAL FUND - 1150.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	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)				
				<b>Funding Sources:</b> 211 ESEA, TI A IMP - 16014.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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)	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				
				<b>Funding Sources:</b> 199 GENERAL FUND - 4500.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 9) Provide training, modeling, and coaching for Balanced Literacy to include Siedlitz strategies, Balanced Literacy instruction for lead team, and others.	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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 12) Retain System 44 teacher to support and coach students in the areas of Phonics and Reading Comprehension	2.4, 2.5, 2.6	Admin System 44 Teacher	Student sign ins Budget				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 13) Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials and individual work products for 62 students.	2.4, 2.5, 2.6	System 44 teacher Admin Budget Clerk	sign in Student progress logs				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 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 2:** All student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Math STAAR at 50% or higher at the Meets level for the 2019-2020 school year.







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

- District Checkpoints
- Formative Assessments
- Performance Assessments

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 4: High-Quality Curriculum                      1) Follow implementation of the Math Framework utilizing resources such as Reasoning Minds, Education Galaxy, Thinking Maps, math manipulatives and the Pearson district adoption for math, materials/programs in conjunction with TRS to align with the Math 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				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 23466.59							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Math Framework to help support student outcome. To include materials to prepare for more rigorous TEKS to increase problem solving and basic mathematical processes for the Math STAAR.	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				
				<b>Funding Sources:</b> 199 GENERAL FUND - 1500.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.	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				
				<b>Funding Sources:</b> 211 ESEA, TI A IMP - 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 3:** At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Writing STAAR at 50% or higher at the Meets level for the 2019-2020 school year.

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



Checkpoints







Formative Assessments

Performance Assessments

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      1) Use TRS YAG and IFD to plan writing lessons in all areas of the ELAR TEKS with emphasis on: revising and editing and the implementation fo the writing process for composition writing.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Common Assessments PLC Mtgs/Lesson Plans				
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      2) Provide teachers a gradual release model of training, modeling, and coaching to implement the Writers Workshop within the Empowering Writers. To include materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR.</p>	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers	Assessment Data (Eduphoria) PLC Information(Grade level Mtgs) I-Station TELPAS STAAR) Walk-Throughs PLC Mtgs Learning Thursday Sessions				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Target Reading and decoding skills of LEP students to improve comprehension on the writing process and the editing and revising process. Thi includes the providing instruction on following directions to include reading vocabulary skills. Purchase materials to prepare and support more rigorous ELAR TEKS instruction in grades 1-5, Reasoning Minds/Reaing- I station Reading.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Central Office Staff	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Unit Assessments PLC Mtgs/Lesson Plans				
	<b>Funding Sources:</b> 199 GENERAL FUND - 20000.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) 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 Unit 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:** At FME all student sub-groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Science STAAR at 50% or higher at the Meets level for the 2019-2020 school year.




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








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

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into ESL and reading/language arts. Partner with Region 19 to extend the teaching with science materials.	2.4, 2.5, 2.6	Campus Admin. Teachers Dist. Coord. Campus Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Purchase, implement, and train on: electronic media, instructional materials, flipped lesson materials, and resources such as: video streaming through StemScopes and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science.	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.	2.4, 2.5, 2.6	Campus Admin. Teachers Science Teacher	TRS Year-at-a-Glance (YAG) Walk-throughs Checkpoint Data Formative Assessments PLC Mtgs/Lesson Plans Purchasing records				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.	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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	2.4, 2.5, 2.6	Campus Admin. Curriculum Coach Teachers Science Teacher	Campus displays Purchase Order Reports Student products and reflections				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
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				
 = 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, 3-6-9 week checkpoint 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/BAS

STAAR


TELPAS




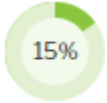
Guided reading Binders







District 3-6-9 Week Checkpoints

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      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				
<p><b>Funding Sources:</b> 199 GENERAL FUND - 8800.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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, Intersession Acceleration and Summer School	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach, Teachers, Support Teachers	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
	<b>Funding Sources:</b> 199 GENERAL FUND - 18015.00, 263 ESEA, TIII LEP - 3000.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Implement a skills based tutoring and enrichment program based on assessment results. ELL students will receive instruction with an emphasis towards improving English language skills to be successful in math, reading, science, and other subjects... Newcomer and intermediate ELL students will receive support in their native language to build content skills. Implement the use of support aides to provide interventions. Provide the necessary materials and supplies to provide interventions and instruction.	2.4, 2.5, 2.6	Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors	a)At-Risk Report b) At Risk Folder/Documentation c)Synopsis d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) I-Station				
	<b>Funding Sources:</b> 211 ESEA, TI A IMP - 43300.00						
4) Provide opportunities that will enrich student learning such as UIL, science fair, student activities and jobs on campus, clubs, intramurals.	2.5	All Staff	a) Number of Students participating/parental permissions b) Surveys				
	<b>Funding Sources:</b> 199 GENERAL FUND - 0.00						
5) Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study.	2.5, 2.6	Campus Admin. Teachers	a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports				
	<b>Funding Sources:</b> 199 GENERAL FUND - 450.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
6) Purchase instructional materials for GT students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.	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				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, AVID , PLC Institute etc.	2.4, 2.5, 2.6	Campus Admin Curriculum Coach	a)Purchase Order Reports b) Registrations and completion documents and certificates				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 4000.00, 199 GENERAL FUND - 7500.00							
 = 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 2019-2020 academic year.

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

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills.	2.4, 2.5, 2.6	Campus Admin. CTC Teachers	STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Maintain computers in classrooms and labs (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.	2.4, 2.5, 2.6	Campus Admin Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS Walk-throughs Lesson Plans Log-In reports				
<b>Funding Sources:</b> 199 GENERAL FUND - 1100.00							
<b>Additional Targeted Support Strategy</b> 3) Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support.	2.4, 2.5, 2.6	Campus Admin. Instructional Technology Coach Teachers	STAR Report Purchase Order Reports TRS alignment Walk-throughs Lesson Plans				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 11065.00, 199 GENERAL FUND - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Additional Targeted Support Strategy</b> 4) Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences ( TCEA, ISTE, Google Cert.) to support learning for campus educators.	2.4	Campus Admin. Instructional Teachnology Coach Teachers	STAR Report Eduphoria Sign in sheets				
	<b>Funding Sources:</b> 199 GENERAL FUND - 7000.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
	<b>Funding Sources:</b> 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 2019-2020 school year.

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

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.	2.4, 2.5, 2.6	Teachers PE Teachers	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Campus Surveys				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Encourage family involvement in health activities such as Community Fitness Friday.	2.4, 2.5, 2.6	Campus Admin. Teachers PE Teachers	Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Promote tobacco, alcohol, and drug prevention.	2.4, 2.5, 2.6	Campus Admin. Teachers PE Teachers Counselors	Teacher Reports (Grade level Mtgs) TRS Calendar of Activities Lesson Plans				
<b>Comprehensive Support Strategy</b> 4) Participate in and implement district school health advisory council recommendations and policy changes.	2.4, 2.5, 2.6	Campus Admin. PE Teachers Parents Nurse	Meeting Agendas Meeting Minutes Sign in Sheets				
= 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 challenges and incentives to increase student attendance through goal setting and positive choice making.

**Evaluation Data Source(s) 8:** Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.

**Summative Evaluation 8:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	2.4, 2.5, 2.6	PEIMS/Attendance Clerk Attendance Committee Administration	Increased attendance within and across grade levels.				
<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:** 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) 9:** PEIMS Daily/Weekly/Monthly Attendance Records

**Summative Evaluation 9:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Increase ADA to 97.5.% or above	2.4, 2.5, 2.6	Campus Admin. Teachers PBIS Team Attendance Committee	PEIMS Reports				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Implement Career activities through lessons, research, and career week.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Librarian Communities in Schools personnel	Lesson Plans Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Communities in Schools personnel CTC	Lesson Plans Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Provide a positive learning environment that promotes daily attendance	2.4, 2.5, 2.6	All Campus Staff	Campus Surveys				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 5) Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses	2.4, 2.5, 2.6	Campus Admin. Teachers Office Staff Nurse Counselor Communities in Schools personnel	Campus Surveys Communication Logs Calendar of Events				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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)	2.4, 2.5, 2.6	Campus Admin. PBIS Team Teachers Office Staff Nurse Counselor Communities in Schools personnel	Communication Logs Purchase Order Reports PEIMS Reports				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) Meet with parents for compulsory attendance related issues	2.4, 2.5, 2.6, 3.2	Campus Admin. Teachers Nurse Attendance Committee	a) Sign In logs b) Meeting/Warning Letter Copies Parent-Student Attendance Contract				

= Accomplished    
 = Continue/Modify    
 = No Progress    
 = Discontinue

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

**Performance Objective 10:** 100% of students in 5th grade students (ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will be given the opportunity to participate in the AVID (Advancement Via Individual Determination) program while enroled at Frank Macias Elementary. The attendance rate will increase tos 97.5%.

**Evaluation Data Source(s) 10:** Student work portfolios.


Increase in student adademic grades.

PEIMS Daily/Weekly/Monthly attendance records

Parent participation in AVID meetings.

**Summative Evaluation 10:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
1) The AVID program strategies will be rolled out and implemented upon beginning the new school year 2019-2010 for all 5th graders.  The Frank Macias Elementary Admin team will be attending the AVID Conference in June 2019.	2.4, 2.5, 2.6	Attendance Sign In Sheets. Student academic portfolios. Student report cards. Student surveys.	Increase in students academic grades. Student acquire organizational skills to prepare them for middle school curriculum.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 1:** Frank Macias Elementary will implement PBIS to develop excellent student citizenship and behaviors.







**Evaluation Data Source(s) 1:** Positive Point System Totals

Office Refererals

Teacher/Student/Parent Surveys

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> 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				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> 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)				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Funding Sources:</b> 199 GENERAL FUND - 0.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) Train select staff in first aid, CPR, medical screenings, and use of AEDs. Identify them on the evacuation maps.	2.6	Campus Admin. Security Nurse Safety/Emergency Team	a) Safety/Security Audits/Inspections b) Campus Crisis Mgt Team Evaluation/Minutes				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							



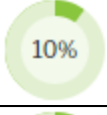

**Goal 2:** Frank Macias Elementary will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 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:** PEIMS, Safe Drug Free Survey, Bully Prevention/Character classes through counseling department, PBIS initiative implementation.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Red Ribbon Week activities that promote drug free decision making.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselors, CIS personnel.	a) Calendar of Activities				
				<b>Funding Sources:</b> 199 GENERAL FUND - 0.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>ESF Levers</b> Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) 9 week student recognition ceremonies will be scheduled to celebrate our Eagle Student Award and the Students with Perfect attendance.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor CIS Personnel Technology Teache	a) Calendar of Activities				
				<b>Funding Sources:</b> 199 GENERAL FUND - 0.00			
3) Joint activities with HHS, HMS, REJHS, CTW and DHE about positive choices and providing local role models.		Campus Admin. Teachers Counselor	a) Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.	2.4, 2.5, 2.6	All Campus Staff	a) Surveys b) Student, Parent, Teacher Reports c) Discipline Referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 6) Establish a classroom system of setting goals with rewards for reaching academic and behavior goals.	2.4, 2.5, 2.6	Campus Admin., Teachers, and Counselor	a) Teacher Reports (Grade level Mtgs) b) Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.	2.4, 2.5, 2.6	Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis	a) Calendar of Activities				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 8) Hire Communities in Schools personnel to provide: *Academic support including tutoring and extended learning time *College and career readiness including pre-employment preparation *Enrichment activities including *Health and human services including mental health and basic needs *Parent and family involvement including home visits *Supportive guidance and counseling	2.4, 2.5, 2.6	Campus Administration, CIS Personnel	a) Tutoring schedules b) student tutoring rosters c) lesson plans				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 9) Establish and promote a self-care and clean environment in all classrooms to support all student needs.	2.4, 2.5, 2.6	All Staff	Purchase Orders				
<b>Funding Sources:</b> 199 GENERAL FUND - 700.00							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

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

**Performance Objective 3:** Teachers will implement and sustain a school wide Social Emotional/Morning Classroom Circle system for the 2019-2020 school year.




**Evaluation Data Source(s) 3:** Classroom Observations

Ensure a safe drop off and pick up areas

Fewer discipline referrals throughout the year and especially in the historically heavy months of December, April and May.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      1) PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community.</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><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      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><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 3: Positive School Culture                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction                      3) Student Incentives: Use the "Hats off to You" student cards to call parents and inform them of the good things their children are doing.</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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May

**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:**

**Targeted or ESF High Priority**

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

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Provide teachers, staff, and administration with general supplies, instructional supplies and materials, paper, laminating film, PE materials and equipment, chart tablets.	2.4, 2.5, 2.6	Clerks. Campus Admin.	a) Inventory b) budget and PO reports c) CNA	 35%			
<b>Funding Sources:</b> 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:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
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

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

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

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD.	2.4, 2.5, 2.6	Campus Admin. Teachers Curriculum Coach	Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 23466.59							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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



Program Checklist



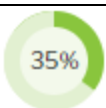


Survey






Feedback Forms

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      1) Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically</p>	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)				
<b>Funding Sources:</b> 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
3) Utilize updated annual Title I Parent/Teacher/Student Compact		Campus Admin. Site Base Team Counselors Communities in Schools personnel	Federal Programs Binder Sign in sheets				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Inform parents of student progress through timely conferences, notes, progress reports, Skyward Parent Portal, phone calls and RtI communication.	3.1, 3.2	Teachers Office staff Counselors Communities in Schools personnel	Survey Data Sign in sheets Communication logs				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 6000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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				
<b>Additional Targeted Support Strategy</b> 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				
<b>Funding Sources:</b> 211 ESEA, TI A IMP - 0.00							
<b>Additional Targeted Support Strategy</b> 10) PROCEDURES for TRANSLATING ESSENTIAL INFORMATION for PARENTS  <b>PURPOSE</b> School districts have an obligation to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district that is called to the attention of non-LEP parents. <b>SCOPE</b> Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities,	3.1	Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel	Calendar of Activities Flyers, Newsletters				

parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

**CURRENTLY ENROLLED STUDENTS PROCEDURES**

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

Translation Languages Report (TLR)

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

1. Family's Last Name

-Student's name and grade level

-Student's name and grade level

-Student's name and grade level

2. Family's Last Name

-Student's name and grade level

-Student's name and grade level

Language(s) Common in the School

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

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

Translations

4. The Manuel Ayala, Assistant Superintendent of Accountability & Student Achievement. will consider what essential information will be sent to parents for the remainder of the school year and ensure that translations in all languages common to the campuses are provided.

**NEW STUDENTS PROCEDURES**

As new students enroll, the registrar will determine if the students attended school in another Texas public school district.  
New with previous attendance in Texas Public Schools

A. New students previously attending in a Texas public school: the registrar will contact the previous district to receive the original Home Language Survey. The registrar will ask the parent/guardian to sign a form answering two questions:  
-Does the parent/guardian need interpretation services? If so, what language?  
-Does the parent/guardian need translation materials? If so, what language?

New and never attended Texas Public Schools

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

#### LANGUAGES NOT COMMON

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

#### TRANSLATIONS WHEN REQUESTED

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

#### INDIVIDUAL EDUCATION PLAN (IEP) TRANSLATION

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



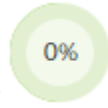
(LEGAL).



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

**Evaluation Data Source(s) 2:** Title I Crate






Agendas and Attendance

Parent Surveys

Program Checklist

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Feb	May
<p><b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 3: Positive School Culture                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction</p> <p>1) The campus will invite parents in grades 3rd, 4th and 5th to a Math, Reading and Science STAAR Night. Teachers will show parents how to work with their students at home.</p>	2.4, 2.5, 2.6	Administration Curriculum Coaches Teachers Counselors CIS Coordinator Librarian	Increase in Math, Reading, Writing and Science STAAR Scores. 3,-6-9 Week Checkpoints. Istation Math and Reading TELPAS				
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

# 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, interactiver read alouds, 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.

Goal	Objective	Strategy	Description
1	2	1	Follow implementation of the Math Framework utilizing resources such as Reasoning Minds, Education Galaxy, Thinking Maps, math manipulatives and the Pearson district adoption for math, materials/programs in conjunction with TRS to align with the Math TEKS .
1	2	2	Provide teachers a gradual release model of training, modeling, and coaching to implement the Math Framework to help support student outcome. To include materials to prepare for more rigorous TEKS to increase problem solving and basic mathematical processes for the Math STAAR.
1	2	3	Increase emphasis on instruction utilizing multi-step problem solving across TEKS, including all reporting categories.
1	3	1	Use TRS YAG and IFD to plan writing lessons in all areas of the ELAR TEKS with emphasis on: revising and editing and the implementation fo the writing process for composition writing.
1	3	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	3	3	Target Reading and decoding skills of LEP students to improve comprehension on the writing process and the editing and revising process. Thi includes the providing instruction on following directions to include reading vocabulary skills. Purchase materials to prepare and support more rigorous ELAR TEKS instruction in grades 1-5, Reasoning Minds/Reaing- I station Reading.
1	3	4	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. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science.
1	4	3	Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.
1	4	4	Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.
1	4	5	Provide field trips and virtual field trip experiences aligned to science TEKS and TRS YAG's in order to build background knowledge for students to relate to concepts in real life applications.

Goal	Objective	Strategy	Description
1	4	6	Provide materials to support Performance Assessment aligned to the the STARR / TEKS at each grade level. Materials may include poster board and science board for small presentation displays, butcher paper for large presentation displays, colored paper for foldables, broad/chisel tipped colored markers, multidimensional display mechanisms, polymer clay, tempera paint, pastel chalks, pencils, erasers, and watercolors.
1	4	7	Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.
1	5	1	Identify students for subpopulations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instructions, services, interventions, and enrichment. Use referral and assessment data to identify gifted and talent students. Implement the Three Tier RTI Model (especially in the area of reading): Program criteria: *Assessment *Identification *Referral *Placement* Program implementation * Evaluation *Exit Criteria
1	5	2	Provide LEP, SPED, at-risk, and struggling students the opportunity for additional materials, instruction, technology, and assistance: Tutoring/Saturday School (3-5 STAAR Tutoring) Enrichment/Reading Computer Lab, Intersession Acceleration 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	Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, ELL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, AVID , PLC Institute 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.

Goal	Objective	Strategy	Description
1	8	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	9	1	Increase ADA to 97.5.% or above
1	9	2	Implement Career activities through lessons, research, and career week.
1	9	3	Career and tech integration for high school and beyond through the use of College and Career readiness aligned activities
1	9	4	Provide a positive learning environment that promotes daily attendance
1	9	5	Educate parents/guardians to the importance of daily attendance, compulsory attendance laws, and how to prevent disease and illnesses
1	9	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	9	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	9 week student recognition ceremonies will be scheuduled to celebrate our Eagle Student Award and the Students with Perfect attendance. .
2	2	4	Implement an anti-bullying program to promote positive behaviors, identify and eliminate bullying, and address the needs of victims.

Goal	Objective	Strategy	Description
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
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 the "Hats off to You" student cards to call parents and inform them of the good things their children are doing.
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.

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



# State Compensatory

## Budget for Frank Macias Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
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
<b>6100 Subtotal:</b>		<b>\$21,076.00</b>
<b>6200 Professional and Contracted Services</b>		
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
<b>6200 Subtotal:</b>		<b>\$500.00</b>
<b>6300 Supplies and Services</b>		
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
<b>6300 Subtotal:</b>		<b>\$29,727.00</b>

## Personnel for Frank Macias Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denise Barraza	System 44 Teacher	System 44 Program	Yes

# Title I Personnel

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

# 2019-2020 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	OLGA LOPEZ	Principal
Administrator	Eric Villalba	Assistant Principal
Administrator	Yvonne Gomez	Assistant Principal
Classroom Teacher	Luz Mancill	Pre-K Teacher
Classroom Teacher	Kimberly Santellano	Kinder Teacher
Classroom Teacher	Dorina Parks	1st Grade Teacher
Classroom Teacher	Jimena Torres	2nd Grade Teacher
Classroom Teacher	Elizabeth Gabriel	3rd Grade Teacher
Classroom Teacher	Gisel Figueroa	4th Grade Bil. Teacher
Classroom Teacher	Leticia Chavez	5th Grade Teacher
Classroom Teacher	Cecilia Martinez	SPED Teacher
Counselor	Lori Lane	Counselor
Counselor	Diana Bean	Counselor
Classroom Teacher	James Ryan	Technology Coach
Librarian	Irene De La Torre	Librarian
Non-classroom Professional	Luz Acosta	Curriculum Coach
Non-classroom Professional	Christina Goranson	Curriculum Coach
Classroom Teacher	Denise Barraza	System 44 Teacher

# 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			\$20,000.00
1	1	6			\$1,150.00
1	1	8			\$4,500.00
1	1	9			\$1,150.00
1	2	2			\$1,500.00
1	3	3			\$20,000.00
1	4	1			\$0.00
1	4	2			\$1,500.00
1	4	3			\$900.00
1	4	5			\$5,525.00
1	4	6			\$21,000.00
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			\$7,500.00

<b>199 GENERAL FUND</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	2			\$1,100.00
1	6	3			\$0.00
1	6	4			\$7,000.00
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
<b>Sub-Total</b>					<b>\$135,718.00</b>

<b>211 ESEA, TI A IMP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$0.00
1	2	1			\$23,466.59
1	2	3			\$0.00
1	4	3			\$2,000.00
1	4	7			\$0.00
1	4	8			\$420.00
1	5	3			\$43,300.00
1	5	7			\$4,000.00
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			\$6,000.00
5	1	9			\$0.00
<b>Sub-Total</b>					\$197,265.36
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
<b>Sub-Total</b>					\$1,578.00

263 ESEA, TIII LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$3,000.00
				<b>Sub-Total</b>	\$3,000.00
				<b>Grand Total</b>	\$337,561.36