

Clint Independent School District
Frank Macias Elementary
2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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-Demographics Summary:

Frank Macias Elementary is a Title I campus located in the Clint Independent School District in Horizon City on the far east side of El Paso County. We are the home of the Unstoppable Eagles, where every day we are "Going strong, Soaring Like Eagles All Day Long!" Frank Macias has a current enrollment of 1042 students. Our student population during the 2018-2019 concluded with 1,150 students. Our enrollment for the 2019-2020 school years was down by 108 students. This was due to families buying homes in other regions of the El Paso area.

This year we embarked on a new bilingual program. Our teachers began instruction in English with Spanish support for all our bilingual students in grades PK-5th. While our demographics have remained consistent our need for additional English materials was needed to help support our bilingual teachers.

This year at Frank Macias we had 2% receiving 504 accommodations. Approximately 4.7% of our student populations receives Gifted and Talented services. A high percentage of 77.6% are at-risk. See below for our percentages of our sub-populations.

Our Student Populations:

- Hispanic 1022/98%
- white 968/92.48%
- African American 71/06%
- American Indian 52/4.9%
- Two or more races 19/1.8%
- ELL 673/65.5%
- Economically Disadvantaged 969/92.9T%
- At Risk 809/77.6%
- Receiving Special Education Services 159/15%

Our Attendance:

The average daily attendance for 2019-2020 was 95.92%. Currently, we are averaging 95.97% daily attendance. We had a slight increase in attendance in comparison to the 2018-2019 school year.

Who Are We? ~ Our Staff:

There were one hundred and nine 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 and nineteen members. This includes four administrators, fifteen professional support staff, and twelve instructional aides. The campus hosts 67 teachers. The teaching staff hold the following credentials: 78% Bachelors Degrees and 22% Masters Degrees. Teachers by years experience: 35% with 1-5 years of experience, 16% with 6-10 years, 34 % with 11-20 years, and 13% 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.

While our demographics have been similarly consistent our need to transition our bilingual students to receive instruction in English with Spanish supports have become a priority for our bilingual teachers. During the 2019-2020 our Bilingual program has asked our teachers to teach all contents in English with Spanish support and was done so with ease and success for all grade levels from PK through 5th Grade.

Demographics Strengths

Demographics Strengths:

Our community is diverse and highly involved in their child's education. There is a sense of pride in our school and our culture has changed to a positive voice. 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.

This year we embarked on the AVID program for all our 5th graders. Developing and instilling a college mindset in our students and community has become a goal. There are constant reminders of how important college is for all our students. Our school has continued to promote a college mindset by wearing college shirts on Thursdays and also broadcasting a different college on our ENN News for all our students.

This year our school along with the three other elementary schools met monthly for feeder pattern meetings with the middle schools and the high school administrators. We worked closely together to promote our schools and to find solutions to improve the lives of our students and families both academically and emotionally-socially. Our community is very involved in the many activities that the school offers such as Base Play: softball for our 4th grader, afterschool dance club for over 80 girls and boys, intramural sports 4th 5th graders lead by our physical education teachers, along with a boy scouts club.

Frank Macias elementary has consistently had Coffee with the Principal for parents on a monthly basis. Many topics of interest are discussed and student academic data is shared with parents. As a result of our monthly meetings parents feel informed and are vested in our campus initiatives.

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 high levels of learning for all.

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 prekindergarten 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 teachers to stay on course for our ELs to benefit from the new Bililingual 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 Dual Language 50/50 Framework. During the 2019-2020 school year our students received instruction in all core content areas in English with Spanish support as needed. **Root Cause:** During the 2019-2020 school year our students received instruction in English with Spanish support.

Problem Statement 2: During 2018-2019 our Hispanic population was the lowest scoring subpopulation in the content of Writing with 58% passing rate. **Root Cause:** Our Hispanic subpopulation holds the highest enrollment percent with 94.8%. Our staff has not monitored this target population consistently for steady academic growth.

Student Learning

Student Learning Summary

Student Academic Achievement Summary:

Our 2019 STAAR scores suggest that Frank Macias Elementary showed gains across all grade and subjects. On Domain I-Student Achievement, our campus demonstrated gains from a 64% during 2018 to a 72% during 2019. This was an 8 point attainment.

Academic growth demonstrated the greatest growth and improvement for FME. We went from a 70% during 2018 to an 86% in 2019. FME received a

In Domain III for Closing the Gaps FME also saw gains from a 66% during 2018 to a 78% during 2019. FME saw an immense gain of 12 points. Almost all subpopulations in Domain III showed growth. For the academic growth status all subpopulations met the target. For the academic achievement: % at or above Meets Grade Level FME did not meet for the following groups: (1) All Students, (2) Hispanic, (3) EcoDis and (4) EL (+Monitored).

Student Learning Strengths

Student Academic Achievement Strengths:

Strengths:

- System 44 has demonstrated to a great benefit our current 72 students that received services during the 2019-2020 school year.
- iStation data does not show consistent growth in grade K-2nd.
- 4th and 5th grade STAAR data results have shown growth from previous school year.
- This year the new BAS and EDL assessments were used to assess students at a more precise reading level.
- FME is now in its 4th year implementation of guided reading. Reviews of our guided reading binders were conducted one time per month for all teachers in grades K-5th.

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

Grade 3 Math	2017-2018 School Year 2018 May STAAR - Grade 3 Math				2018-2019 School Year 2019 May STAAR - Grade 3 Math							
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss	
Clint ISD	836	70%	40%	18%	Clint ISD	759	77%	44%	21%	7.2%	4.6%	2.5%
FME	167	69%	43%	23%	FME	132	73%	37%	11%	3.9%	-5.4%	-12.1%

Grade 3 Reading	2017-2018 School Year 2018 May STAAR - Grade 3 Reading				2018-2019 School Year 2019 May STAAR - Grade 3 Reading							
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss	
Clint ISD	837	68%	29%	13%	Clint ISD	761	69%	34%	20%	1.0%	5.1%	7.2%
FME	167	61%	21%	10%	FME	132	66%	23%	13%	4.8%	1.8%	2.7%

Grade 4

2017-2018 School Year

2018 May STAAR - Grade 4 Math

Grade 4 Math	Total Students	Approaches	Meets	Masters
Clint ISD	864	69%	36%	17%
FME	187	57%	24%	9%

2018-2019 School Year

2019 May STAAR - Grade 4 Math

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss	
Clint ISD	832	70%	43%	23%	0.4%	7.3%	5.5%
FME	165	69%	41%	18%	11.9%	17.7%	9.1%

2017-2018 School Year

2018 May STAAR - Grade 4 Reading

Grade 4 Reading	Total Students	Approaches	Meets	Masters
Clint ISD	864	58%	31%	12%
FME	187	43%	19%	9%

2018-2019 School Year

2019 May STAAR - Grade 4 Reading

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss	
Clint ISD	832	66%	33%	14%	8.0%	2.6%	1.3%
FME	165	65%	35%	10%	22.1%	15.9%	1.7%

2017-2018 School Year

2018 April STAAR - Grade 4 Writing

Grade 4 Writing	Total Students	Approaches	Meets	Masters
Clint ISD	860	58%	31%	4%
FME	186	53%	28%	3%

2018-2019 School Year

2019 April STAAR - Grade 4 Writing

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss	
Clint ISD	830	61%	28%	7%	3.4%	-3.2%	2.7%
FME	164	59%	26%	1%	5.3%	-1.7%	-2.6%

Grade 5

2017-2018 School Year

2018 April & May STAAR - Grade 5 Math

Grade 5 Math	Total Students	Approaches	Meets	Masters
Clint ISD	923	86%	49%	21%
FME	182	87%	42%	20%

2018-2019 School Year

2019 April & May STAAR - Grade 5 Math

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Clint ISD	899	89%	55%	34%	3.0%	13.0%
FME	186	89%	46%	27%	2.0%	7.0%

2017-2018 School Year

2018 April & May STAAR - Grade 5 Reading

Grade 5 Reading	Total Students	Approaches	Meets	Masters
Clint ISD	924	70%	36%	13%
FME	182	71%	40%	17%

2018-2019 School Year

2019 April & May STAAR - Grade 5 Reading

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Clint ISD	899	80%	39%	17%	10.0%	4.0%
FME	186	78%	33%	12%	7.0%	-5.0%

2017-2018 School Year

2018 May STAAR - Grade 5 Science

Grade 5 Science	Total Students	Approaches	Meets	Masters
Clint ISD	920	64%	29%	9%
FME	181	58%	25%	8%

2018-2019 School Year

2019 May STAAR - Grade 5 Science

Total Students	Approaches	Meets	Masters	App GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
Clint ISD	898	69%	38%	17%	4.7%	7.7%
FME	186	64%	34%	10%	6.0%	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 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 corrections or rescore

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	B	83	C	76	D	69	B	87	B	87	C	74
071901042	EAST 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 EL	B	84	C	71	B	86	C	79	B	86	C	78
071901106	CARROLL T WELCH EL	C	78	C	71	C	75	C	79	C	79	C	76

Problem Statements Identifying Student Learning Needs

Problem Statement 1: FME Writing scores for 2018 were at 53% as compared to 2019 at 59%. STAAR Writing was the lowest scoring content area for FME. **Root Cause:** The Hispanic populations at FME scored below at 58% during 2019. This was below the District average of 64% and also below the State average of 68%. This strongly indicates FME lacks writing instructional strategies that support all our student writing skills beginning from PK-5th grade.

Problem Statement 2: FME 5th Grade Science scores for 2018 were at 60% as compared to 2019 at 67%. STAAR Science was the second lowest scoring content area for FME. **Root Cause:** The Hispanic populations at FME scored below at 67% during 2019. This was below the District average of 78% and also below the State average of 81%. This strongly indicates FME lacks the fidelity to Science instruction and the inconsistent use of the Science Labs for grades K-5th grade.

Problem Statement 3: Average daily attendance is currently at 95.92%. Which shows a slight decrease from the previous year end ADA form 96%. **Root Cause:** Inconsistent Follow-up on attendance concerns. Inadequate parent education on the necessity of attendance including information on compulsory attendance and the impact of absences on performance.

Problem Statement 4: Not all students have access to Remote Learning programs **Root Cause:** Not all students have Internet in their homes.

Problem Statement 5: While we have bits and pieces of the PBIS Program at FME, our program is inconsistently implemented at FME. **Root Cause:** Due to an increase in new staff hired during the 2019-2020 school year, we were unable to focus in on PBIS.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

Summary - FME teachers, families and community members are highly involved in the many yearly planned activities. Many of our activities planned in advance so parents and our staff are well aware ahead of time. We also have a volunteer program that is lead by our CIS campus coordinator. Our volunteers must apply and go through the Clint ISD background check. As well, we have our Partners in Education for Family Nights and have an established PTO for fundraising. Monthly Coffee with the Principal meetings are held to explain the different programs that are offered at FME and to help familiarize our parents with our processes and expectations for academics and behavior. FME prepares a monthly event calendar that is sent out to all our family members on paper and is also posted on all our social media websites. Several of our teachers prepare their own weekly/monthly calendar to help keep parents informed and up to date with upcoming academic concepts for student learning and other classroom activities. This year we saw a surge of parental involvement due to our communications that was sent out in both, English and Spanish printed on paper, and posted on all our social media websites. Parents have been more supportive towards our teachers efforts to teach their children, and in general their child's whole education. We also partnered up with our Border Patrol Officers to come in and read to our Prek babies and other students. Horizon High School students, Reading Buddies, also partnered up with us and served our 2nd grade students in the content area of reading, which was done once a month in our library. FME has an outstanding team of two counselors and one Communities In School Coordinator (CIS) that harmonize very well and work together to synchronize family activities, meetings, trainings, and to ensure that the campus community is well informed of our campus initiatives and goals. All our three employees are responsible for serving all our at-risk populations and to pursue different ways to bring in the local business members and the FME community to better provide and be at service of our Eagle students at FME.

Throughout the 2019-2020 school year, FME teachers have had grade level meetings every Tuesday with either curriculum coaches or administration and are given time to plan together in weekly (PLC) Professional Learning Communities for 90 minutes. Texas Resource System (TRS) offers support in guiding teachers' planning and alignment to state standards across content areas. Additional supports include the leveled literacy library, subject support by district coordinators, interactive whiteboards, reading support, and data from 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 Rtl committee.

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

Remote Learning Needs:

The District will be required to operate Remote Learning programs, at all levels, during the Spring 2020 school year. This remote learning will require that the District create instructional programs and provide resources to families. The District will need to ensure that all students have Internet access so that this required Remote Learning can occur. The District will use Federal Funds to purchase mobile hotspots for students to access the Internet and Remote Learning programs.

School Processes & Programs Strengths

School Processes for 2018-2019:

The start of the 2019-2020 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. Frank Macias is a campus with more than 1,000 students, consequently the reason why we have put in place very specific processes and systems in place to help run our campus smoothly towards meeting our set goals.

School Programs/Events:

1. Meet the Eagles Night
2. Two Open House Nights, 1 in the Fall and 1 in the Spring, for parent-teacher conferences
3. Four, AIP Parent Meetings to review and discuss student and behavior challenges
4. Parent Workshops for the Improvement of the Socio-Emotional Family Aspect
5. Welcome Back to School Family Picnic

6. Implementation and use of schoolwide Classdojo
7. Career Week
8. Say NO to Drugs Week
9. Two Literacy Nights, 1 during the Fall and 1 during the Spring
10. FME Thanksgiving Luncheon for all Families
11. FME Grandparents Luncheon
12. Mother-Daughter/Father-Son Family Dance,
13. Musical Concerts by Grade Level
14. Veteran's Parade for Community and Distinguished Guests
15. Fitness Thursdays (once a month)
16. Coffee with the Principal Parental Monthly Meetings with Pan Dulce
17. STAAR Night for Math, Reading and Science
18. Pajama-Rama Reading Palooza for parents and students
19. Camp Read-a-Lot Reading Day
20. Attendance Parent Meetings
21. AVID Parent Meetings

Program Strengths:

Professional learning community meetings were immediately scheduled at the start of the first semester. Upon official implementation of the PLC planning days on Thursdays for the 2019-2020 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.

A large component of our campus are family engagement events. This is at the very core of our campus strength. At FME we try to involve parents as much as possible through academic events, students presentations, competitions and extra curricular activities.

Program Strengths for 2019-2020:

The programs/processes that were implemented were the following:

1. Weekly Leadership Reviews-Data is discussed.
2. Data Driven Disaggregation Documents completed by teacher and turned into administration – After every unit assessment and benchmark.
3. TEKS Academies K-5, to include our Sped Team/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. Teachers Survey - To take the pulse of how our teachers are feeling
7. 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.
8. Student Goal Setting – Teachers and students
9. Administration Data Binder – Individual teacher data after every Unit Assessment.
10. Guided Reading Binder Reviews were held every 4 weeks with immediate feedback provided to teachers for immediate implementation.
11. 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 feedback was provided to all teachers for immediate implementation for improvement of student achievement levels and implementation of best practices.
12. Magical Monday Acceleration rotations were started during the month of January 2020 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.
13. After school Acceleration began during the second week of August 2020. Every teacher was required to identify and accelerate their Tier III students in grades Kinder - 5th grade.
14. Guided Reading Binder reviews were held monthly
15. TINOS – (Teachers In Need of Support) Data talks. During the month of July 2019 FME administration initiated Teacher Data Talks (Met with 10 teachers prior to the start of school to discuss data scores that was below 50% passing on any STAAR assessment).
16. 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 2019 through March 6, 2020.

17. 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.
18. Guided Reading: Binder Reviews, Onsite observations, Training Kits.
19. Literacy Nights – September 2019/Reading Fiesta Literacy Night for Parents and the entire community.
20. Monthly Terrific Kids Ceremonies were held to recognize student for positive character, great grades, and improvement in both behavior and academic growth.
21. 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.
22. Kick off Reading Pa - 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.
23. ENN News - used as the Wednesday newscast for weekly announcements. This year our ENN News went "live" to communicate with all students, teachers and staff of upcoming events, ADA, students and staff birthdays, and reviewed rules and new campus procedures.
24. 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.
25. 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.
26. Eagle's Weekly Pulse Newsletter – Calendar of upcoming events/Inspiration for the Week/New Assignments/New Happenings/Reminders
27. 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.
28. Employee and Teacher of the Month - lead by our Technology Teacher, voting done by all campus stakeholders.
29. 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.
30. 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 we have bits and pieces of the PBIS Program at FME, our program is inconsistently implemented at FME. **Root Cause:** Due to a increase in new staff hired during the 2019-2020 school year, we were unable to focus in on PBIS.

Problem Statement 2: Not all students have access to Remote Learning programs **Root Cause:** Not all students have Internet in their homes.

Problem Statement 3: FME Writing scores for 2018 were at 53% as compared to 2019 at 59%. STAAR Writing was the lowest scoring content area for FME. **Root Cause:** The Hispanic populations at FME scored below at 58% during 2019. This was below the District average of 64% and also below he State average of 68%. This strongly indicates FME lacks writing instructional strategies that support all our student writing skills beginning from PK-5th grade.

Problem Statement 4: FME 5th Grade Science scores for 2018 were at 60% as compared to 2019 at 67%. STAAR Science was the second lowest scoring content area for FME. **Root Cause:** The Hispanic populations at FME scored below at 67% during 2019. This was below the District average of 78% and also below he State average of 81%. This strongly indicates FME lacks the fidelity to Science instruction and the inconsistent use of the Science Labs for grades K-5th grade.

Problem Statement 5: Average daily attendance is currently at 95.92%. Which shows a slight decrease from the previous year end ADA form 96.%. **Root Cause:** Inconsistent Follow-up on attendance concerns. Indadequate parent education on the necessity of attendance including information on compulsory attendannce and th impact of absences on performance.

Problem Statement 6: English Language Learners will transition to the new Dual Language 50/50 Framework. During the 2019-2020 school year our students received instruction in all core content areas in English with Spanish support as needed. **Root Cause:** During the 2019-2020 school year our students received instruction in English with Spanish support.

Problem Statement 7: During 2018-2019 our Hispanic population was the lowest scoring subpopulation in the content of Writing with 58% passing rate. **Root Cause:** Our Hispanic subpopulation holds the highest enrollment percent with 94.8%. Our staff has not monitored this target population consistently for steady academic growth.

Perceptions

Perceptions Summary

Perception Summary:

It is the goal of Frank Macias Elementary to build a strong partnership between home and school and engage parents in their child's education. Parent involvement survey results from 2019-2020 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. Frank Macias prides itself with providing great customer service and for doing great thing for and with our students. We have maintained a positive culture among staff members, by having weekly staff meetings to address concerns, take surveys, provide professional development trainings, celebrate accomplishments,etc, etc. Our school is proud of the parent-teacher-students partnerships we have built during these 2 past years.

Parent training has been provided through a number of avenues for parents through counselor, CIS Coordinator, scheduled trainings with feeder patterns counselors and CIS coordinators. 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 knowledge 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

Parent Communication:

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 was scheduled 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. Free books, goodies, best reading strategies, and other items were given to all parents that attended.
3. Progress reports are provided for every 3rd and 6th weeks along with a 9 week report card.
4. 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.
5. Grandparents Luncheon - The building leadership team organized and plan 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.

Parent Information sessions provided by the Communities fln Schools Representative. This year our CIS Rep, held the

"Mas Cuenta" Nutrition series of classes.

7. 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.
8. Clear and transparent communication via paper flyers, letters, announcements and also posted on all our social media websites in both English and Spanish
9. AIPs, (Accelerated Instructional Progress) Parent-Teacher Meetings: 4 meetings are scheduled with parents face to face to review academic and behavior challenges.
10. Fitness Friday's for our parents and students.

Communication with Teachers and Staff:

1. Weekly PLCs on Thursdays for all grade levels, to include our Sped teams
2. Google Classroom Resources for all our students.
3. Weekly Grade Level Meetings on Tuesdays.
4. Eagle's Pulse Newsletter - A weekly newsletter prepared by the principal for all faculty and staff
5. Weekly Staff Meetings on Winning Wednesdays afterschool for all staff.
6. Instructional Rounds performed by our Campus Improvement Leadership Team
7. Beginning of the year teacher expectations letter for clear and transparent communication.

Academic Strengths:

1. CIS Coordinator
2. Curriculum Coaches and Technology Coach provide support to all teachers and staff.
3. Scholastic level library and a complete leveled library.
4. Fountas and Pinnel Leveled Literacy Kits.
5. System 44 teacher to assist students in the upper grades that have phonics gaps that need to be closed.
6. Afterschool Acceleration for all students in K-5th grade.
7. Saturday Super School for the upper grade students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent are misinformed on what and how students are learning with the Math, Reading, Writing and Science contents. **Root Cause:** Parents lack the skills on how to help their child at home with the Math, Reading, Writing and Science contents.

Problem Statement 2: Teachers did not provide customized interventions to be able to close the gaps for our students. **Root Cause:** Reading reports and disaggregated data were not utilized strategically to customize intervention individualized targeted lessons.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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




Goals








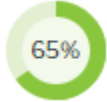

Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.







Performance Objective 1: At FME all student groups and student all student sub groups (ELL, SpEd, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the ELA/READING STAAR: +11% points at Meets and +12% at Masters .










Targeted or ESF High Priority











- Evaluation Data Sources:** a) mClass/Amplify
 b> STAAR
 c) TELPAS
 d) Checkpoints 3-6-9 weeks
 e) Performance Assessments (ITRS)

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Balanced Literacy Model to include the foundational components: Phonemic Awareness & Phonics, Read Alouds, Talking About Books, Independent Reading, Partner Reading, Shared Reading, Vocabulary/Word Study, Fluency, Comprehension and Guided Reading while guiding students to close reading, deep thinking about texts dictation practice.</p> <p>Strategy's Expected Result/Impact: a) mClass/amplify b) TELPAS c) STAAR d)BAS/DRA/EDL e)3-6-9 Checkpoints (Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches, Teachers</p> <p>Title I Schoolwide Elements: 3.1 - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND, - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Retain curriculum coach to model, coach, and train teachers on each of the components of Balanced Literacy</p> <p>Strategy's Expected Result/Impact: DRA/BAS mClass/Amplify TELPAS STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach</p> <p>Title I Schoolwide Elements: 3.1 - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain a 150 minute (minimum) reading/language arts block to integrate readers' and writers' workshops.</p> <p>Strategy's Expected Result/Impact: a. Walk-throughs b. 3-6-9 Checkpoint data (Eduphoria) c. mClass/Amplify d. TELPAS e. STAAR f. DRA/EDL/BAS</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers</p> <p>Title I Schoolwide Elements: 3.1 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase materials in English/Spanish to reinforce and supplement each component of the Balanced Literacy Model to be used for instruction with the TEKS and the ELPS.</p> <p>a. Books of the Month b. Leveled Books c. Story Works d. Scholatics News</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Data (Eduphoria) b. mClass/Amplify c. TELPAS d. STAAR e. DRA/EDL/BAS</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$20,000, - 211 ESEA, TI A IMP - \$23,466.59</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide supplemental support, intervention and assess students using software programs such as Imagine Learning, Renaissance Reading (AR), System 44/Read 180 support. Use DRA/EDL/BAS to assess students and determine on target reading levels to conduct individualized instructional levels and plan for on target interventions</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Data (Eduphoria)</p> <ul style="list-style-type: none"> b. mClass/Amplify c. TELPAS d. STAAR e. System 44 reports f. DRA/EDL/BAS <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers System 44 teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP, - 211 ESEA, TI A IMP</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize and follow the TEKS Resource System as our scope and sequence to include the district's pacing guide for teaching the specificity of the TEKS.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoints (Eduphoria)</p> <ul style="list-style-type: none"> b) TRS IFD c) Lesson plans d) Unit Assessment Data (Eduphoria) <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$8,007, - 211 ESEA, TI A IMP - \$8,007</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide training, modeling, and coaching for Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Data (Eduphoria)</p> <ul style="list-style-type: none"> b. mClass/Amplify c. TELPAS d. STAAR e. DRA/EDL/BAS <p>Staff Responsible for Monitoring: Campus and District Admin Curriculum Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$4,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide teachers with opportunities to examine assessment data effectively for lesson planning to include interventions after the 3-6-9 week checkpoints and other district assessments. These planning meetings will focus in on Writing, Science, Math and Reading.</p> <p>Strategy's Expected Result/Impact: Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Curriculum Coach and Admin, District Admin.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,200, - 199 GENERAL FUND - \$1,150</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Retain System 44 teacher to support and instruct students in the areas of Phonics and Reading Comprehension</p> <p>Strategy's Expected Result/Impact: Student sign in sheets Budget</p> <p>Staff Responsible for Monitoring: Admin System 44 Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP</p>	Formative			Summative
	Sept	Nov	Feb	May
				




Strategy 10 Details	Reviews			
<p>Strategy 10: Provide student materials to support System 44 Instruction in small group. Reading logs, color coding materials, individual student headsets with and individual work products for 80 students.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets Student progress logs</p> <p>Staff Responsible for Monitoring: System 44 teacher Admin Budget Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Students will be provided with learner-centered instruction through remote resources for I-LEARN@SCHOOL learning. Chromebook adapters/chargers, Charging Towers, Wifi hotspots, Chromebook computers, iPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.</p> <p>Strategy's Expected Result/Impact: Distribution Logs Check-out Forms Remote Learning Teacher Logs</p> <p>Staff Responsible for Monitoring: Administrators Teachers Curriculum Coaches Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Remote Learning Resources/Materials - 211 ESEA, TI A IMP - 211 - \$34,000, Remote Learning Resources/Materials - 199 GENERAL FUND - 199 - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
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Goal 1: Frank Macias Elementary will be a model of high standards for student academic excellence.











Performance Objective 2: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) will pass all sections of the Math STAAR +5% or higher at the Meets level and +4 at the Masters level for the 2020-2021 school year.

Targeted or ESF High Priority

- Evaluation Data Sources:** a. STAAR
 b. 3-6-9 District Checkpoints (Eduphoria)
 c. Campus Assessments
 d. Performance Assessments via the ITRS
 e. Math Screener-Dreambox

Strategy 1 Details	Reviews			
<p>Strategy 1: Construct a solid base of reading and math 1) Utilize the TEKS Resouce System and its components to plan instructional lessons in all units of Math.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. STAAR c. Performance Assessments - via the ITRS d. Math Screener e. Campus Assessments-Dreambox</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$23,466.59</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate a daily approach of teaching how to problem solve using the multi-step method. Integrate a daily approach for learning math facts so all students can simplify the multi-step process.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Math Screener-Dreambox</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Focus in on teaching basic decoding skills with all ELL students to improve reading comprehension for simplifying the problem solving multi-step method. Expand on mathematical vocabulary skills.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Math Screener - Dreambox</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP</p>	Formative			Summative
	Sept	Nov	Feb	May
				




Strategy 4 Details	Reviews			
<p>Strategy 4: Apply the use of online and printed mathematical resources to include: software subscriptions, district consumable adoption materials for spiraling TEKS and review, including online math apps. These materials are to provide reinforcement for our STAAR Math goals.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Math Screener - Dreambox</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize the ITRS Performance Assessments to identify interventions based on mastery of the TEKS for :</p> a. After School Acceleration (Remote or on Campus) b. Saturday Camps (Remote or on Campus) c. Meets and Masters Camps (Remote or on Campus) <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Assessments e. Math Screener - Dreambox</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  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 +10% or higher at the Meets level and +13% point gain at the Masters level for the 2020-2021 school year.

Targeted or ESF High Priority

- Evaluation Data Sources:** a. TELPAS
 b. STAAR
 c. 3-6-9 Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the TEKS Resource System and its components, to include the ITRS and HMH district adoption resources and the Writers Workshop process. Teachers will also be receiving editing and revising/writing training by Alice Nine.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Writing Assessments e. Writing Samples/Rubrics</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$3,200</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Align the Balanced Literacy Initiative with writing training and resources so all students are able to apply the writing conventions to include the written composition, revising and editing. Purchase materials to prepare for more rigorous TEKS to increase writing levels for the written STAAR. Chart tablets and markers to provide anchor charts to model concepts for students. Purchase composition books, sentence strips, index cards, post-it notes, sheet protectors, and other items to reinforce student writing skills.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Writing Assessments e. Writing Samples/Rubrics</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - 30,000.00 - \$30,000, - 199 GENERAL FUND - \$15,880</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will incorporate Writing across the curriculum to include, the 5 Essential Components of the Fundamental Five. The grammar standards will be vertically aligned to the Writer's Workshop to produce and attain the identified Writing Instructional goals. Purchase Alice Nine Writing Subscriptions for 2nd - 4th grade.</p> <p>Strategy's Expected Result/Impact: a. 3-6-9 Checkpoint Assessment Data (Eduphoria) b. Performance Assessments via the ITRS c. STAAR d. Campus Writing Assessments e. Writing Samples/Rubrics</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Central Office Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$20,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				




Strategy 4 Details	Reviews			
Strategy 4: Focus in on students with characteristics of Dyslexia by purchasing the required set of materials. Strategy's Expected Result/Impact: a. Lesson Plans b. mClass/Amplify c. BAS/EDL/DRA Staff Responsible for Monitoring: Campus Admin. Dyslexia Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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







Performance Objective 4: At FME all student groups and student sub groups (WHITE, ELL, Sp Ed, A/R, GT, Eco. Dis., 504, Migrant, Homeless) and the general student population will pass all sections of the Science STAAR at +15% point gain or higher at the Meets level and +10% point gain or higher at the Masters level for the 2020-2021 school year.







Targeted or ESF High Priority








- Evaluation Data Sources:** a. STAAR
 b. 3-6-9 District Checkpoints (Eduphoria)
 b. Performance Assessments via the ITRS
 e. MAPS Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement state recommended lab times using the labs (K-5) by adhering to an approved lab schedule. Integrate science into Math and Reading/Language Arts by utilizing the science TEKS.</p> <p>Strategy's Expected Result/Impact: a. Performance Assessments via the ITRS b. Science Lab Walk-throughs c. 3-6-9 Checkpoint Data (Eduphoria) e. STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers District Science Coordinator Campus Science Teacher Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase, implement, and train on: electronic media, instructional materials, lesson materials, and resources such as: video streaming through StemScopes, Edusmart and eReaders. Provide training, modeling, and coaching to prepare for a more rigorous TEKS and STAAR test in science. FME will purchase science materials for students to apply science concepts.</p> <p>Strategy's Expected Result/Impact: a. Performance Assessments via the ITRS b. Science Lab Walk-throughs c. 3-6-9 Checkpoint Data (Eduphoria) d. MAPS Assessments e. STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase non-consumable and consumable materials at each grade level and provide appropriate funding to purchase lab materials for the lab and classroom.</p> <p>Strategy's Expected Result/Impact: a. Walk-throughs b. Performance Assessments via the ITRS c. STAAR d. Purchasing records</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Science Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$2,500, - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Follow TRS IFD & YAG to plan science instruction and labs. Implement TRS TEKS Academies to deepen and extend plans for science.</p> <p>Strategy's Expected Result/Impact: a. Performance Assessments via the ITRS b. Walk-throughs c. 3-6-9 Checkpoint Data (Eduphoria) d. PLC Mtgs/Lesson Plans e. STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Teachers Science Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide field trips and virtual field trip experiences aligned to science TEKS Resource System in order to build background knowledge for students to relate to concepts in real life applications.</p> <p>Strategy's Expected Result/Impact: a. Purchase Order Reports b. Field Trip requests c. PLC Thursdays d. STAAR</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Science Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$5,525</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide materials to support the ITRS Performance Assessments aligned to the the STAAR /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. Materials can also include science apps purchases and virtual training.</p> <p>Strategy's Expected Result/Impact: a. Campus displays b. Purchase Order Reports c. Student products and reflections d. Performance Assessments via the ITRS e. STAAR f. 3-6-9 Checkpoint Data (Eduphoria)</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Teachers Science Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$21,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Purchase materials to support Pre Kindergarten Initiative with focus on Science/ Math/ Technology/ and Arts.</p> <p>Strategy's Expected Result/Impact: Campus displays Purchase Orders Reports Student Products and reflections</p> <p>Staff Responsible for Monitoring: Campus Admin Curriculum Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP, - 199 GENERAL FUND - \$1,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Purchase materials to support Robotics School Program with focus on Science / Math / Technology / and Arts. Materials to include transportation cost, registration fees, purchase meals for students when participating in competition on weekends or non school hours. Students will participate and compete in the district's Robotics Program: Bee Bots for PK students, WeDo2.0 for 2nd and 3rd.</p> <p>Strategy's Expected Result/Impact: a. Campus displays b. District Competition c. Purchase Orders Reports d. Student Products and reflections</p> <p>Staff Responsible for Monitoring: Campus Admin Technology Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$7,500, - 199 GENERAL FUND - \$7,464</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: 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.




Targeted or ESF High Priority










Evaluation Data Sources: a. mClass/Amplify














b. DRA/BAS/EDL

c. STAAR

d. TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students for sub-populations such as at-risk, GT, LEP, etc. using state and district approved assessments, processes, and procedures in order to provide appropriate instruction, services, interventions, and enrichment.</p> <p>Use referral and assessment data to identify gifted and talent students.</p> <p>Implement the Three Tier RTI Model (especially in the area of reading) Program criteria:</p> <ul style="list-style-type: none"> *Assessment *Identification *Referral *Placement * Program implementation * Evaluation *Exit Criteria <p>Strategy's Expected Result/Impact: a)At-Risk Report</p> <ul style="list-style-type: none"> b) At Risk Folder/Documentation d) Running Records e) Walk-Throughs f) Benchmark Data (Eduphoria) g) Writing Portfolios h)Teacher Reports (Grade level Mtgs) I) mClass/Amplify <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach Teachers, Counselors, GT Teacher CIS Coordinator System 44</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - 199.11.6339.00.105.0.25.000 - \$7,000, - 199 GENERAL FUND - 199.11.6339.00.105.0.21.000 - \$1,800</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach, Teachers, Support Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$18,015, - 263 ESEA, TIII LEP - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a skills based acceleration and enrichment program based on assessment results during the school day, after school via remote and face to face, Saturdays and during Summer acceleration. The focus will be to gain mastery on the core content skills and TEKS, to include reading, math, writing and science.</p> <p>Strategy's Expected Result/Impact: a)At-Risk Report b) At Risk Folder/Documentation c) Running Records d) Walk-Throughs e) 3-6-9 Checkpoint Data (Eduphoria) f) Writing Portfolios g)Teacher Reports (Grade level Mtgs) h) I-Station</p> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Coach Teachers, Support Teachers, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$43,300, - 199 GENERAL FUND - \$12,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities that will enrich student learning such as UIL, science expos, robotics, Makerspace, & stem challenges. This includes providing students with meals and snacks during competition days, such as; robotics and UIL, jobs on campus, after school and during school clubs, along with intramurals sports.</p> <p>Strategy's Expected Result/Impact: a) Number of Students participating/parental permissions b) Surveys</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				







Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students with field trip and virtual field trip experiences to build background knowledge connected to the arts, history, fitness, and science so that students can make connections to real life situations with current units of study.</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports (Grade Level Mtgs) b) TRS c) Lesson Plans d) Purchase Order Reports</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: - 199 GENERAL FUND - 199.11.6494.00.105.0.21.000 - \$450</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase instructional materials for GT students that will promote creative design, real life problem solving, team strategy and participation in competitions, logic and higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports b) Participation in competitions such as UIL, Adventures in Learning, Destination Imagination c)Gains in performance on STAAR</p> <p>Staff Responsible for Monitoring: GT Teacher Campus Admin</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide opportunities for instructional staff to participate in training and conferences to support best practices and instructional strategies for GT, EL, At-Risk, 504, Sped, etc. These opportunities may include, Border Conference, Autism Conference, TABE, La Cosecha, AVID , PLC Institute, Blue Ribbon Schools of Excellence etc.</p> <p>Strategy's Expected Result/Impact: a)Purchase Order Reports b) Registrations and completion documents and certificates</p> <p>Staff Responsible for Monitoring: Campus Admin Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$4,000, - 199 GENERAL FUND - \$7,500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</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 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 2020-2021 academic year.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and provide opportunities for students to utilize a variety of technological skill sets to improve 21st century skills. Create a makerspace classroom to support STEM learning through project based activities. Purchase laptops, computers, 3D printers, and Ipads to support coding, movie making, graphic design, music production, and engineering instruction.</p> <p>Strategy's Expected Result/Impact: STaR Chart Report Purchase Order Reports TRS Walk-through data Student projects and products</p> <p>Staff Responsible for Monitoring: Campus Admin. CTC Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$32,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain computers in classrooms, labs, the Makerspace and for remote learning (including software) to provide instructional interventions and assessment to meet the needs of students in accordance to state academic standards.</p> <p>Strategy's Expected Result/Impact: a. Technology Inventory b. Purchase Order Reports c. STAAR Report</p> <p>Staff Responsible for Monitoring: Campus Admin Instructional Technology Coach Teachers Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$1,100</p>	Formative			Summative
	Sept	Nov	Feb	May
				










Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase software and online subscriptions to maintain, update, replace, and increase technology proficiency intervention capability, and instructional support in the areas of reading, math, writing, and science. This includes the purchase of Interactive TV monitors, printers, mini keyboards, speakers, robots, robotic expansion kits, headphones and general supplies. Additionally, the purchasing of Nearpod, Accelerated Reader, Mentoring Minds, STEM Scopes, Edusmart and SeeSaw.</p> <p>Strategy's Expected Result/Impact: a. Purchase Order Reports b. TRS alignment c. Walk-throughs d. Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$30,000, - 199 GENERAL FUND - \$3,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training to enable staff members to complete levels 1, 2, and 3 of certification for technology and the integration of technology into daily instruction. Participate in professional development opportunities and conferences (TCEA, ISTE, Google Cert.) to support learning for campus educators.</p> <p>Strategy's Expected Result/Impact: STAR Report Eduphoria Sign in sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$7,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide all students with 1:1 devices using Chromebooks or iPads.</p> <p>Strategy's Expected Result/Impact: Technology Inventory Report</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Technology Coach Teachers Librarian</p>	Formative			Summative
	Sept	Nov	Feb	May
				





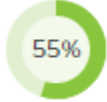





Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase Laptops for the remaining teachers with laptops older than three years old.</p> <p>Strategy's Expected Result/Impact: Teachers effectively lesson planning with flawless integration of technology.</p> <p>Staff Responsible for Monitoring: Technology Coach Campus Admin. Librarian</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$13,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  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 2020-2021 school year.

Evaluation Data Sources: Fitness gram
Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a holistic approach to promote vigorous physical activity and knowledge of team sports rules and procedures with a minimum of 120 minutes of physical education instruction per week within the 1:45 teacher/student ratio.</p> <p>Strategy's Expected Result/Impact: a. Teacher Reports and Lesson Plans b. Calendar of Activities c. Campus Surveys d. Fitness Gram</p> <p>Staff Responsible for Monitoring: Teachers PE Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage family involvement in health activities such as Community Fitness Friday.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Flyers, Newsletters/Web Page Posts Sign in sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote tobacco, alcohol, and drug prevention through "Say No to Drugs" week.</p> <p>Strategy's Expected Result/Impact: a. Calendar of Activities b. Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Feb	May
				




Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in and implement district school health advisory council recommendations and policy changes.</p> <p>Strategy's Expected Result/Impact: Meeting Agendas Meeting Minutes Sign in Sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. PE Teachers Parents Nurse</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Integrate PBIS, Positive Behavior, Intervention and Supports, program into PE instruction and campus-wide activities.</p> <p>Strategy's Expected Result/Impact: a. A decrease in PE and campus-wide activities injuries. b. A decrease in PE and campus-wide behavior referrals.</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers PE Teachers Counselors CIS Campus Liason</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</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 8: The campus will provide challenges and incentives to increase student attendance through goal setting and positive choice making.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Reports: Weekly, Monthly, 9-week period, Semester and Year.











Strategy 1 Details	Reviews			
Strategy 1: Support Programs-Instructional PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 Strategy's Expected Result/Impact: a. Teacher Reports (PLC meetings and Grade Level meetings) b. 3-6-9 Checkpoint Assessment Data (Eduphoria) c. Staff Responsible for Monitoring: Principal Assistant Principal, Curriculum Coaches, Computer Teacher, Intervention Teacher Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
Strategy 2: Support Staff-Instructional Aides(Teacher Assistants) PIC 21 PIC 22 PIC 23 PIC 24/30 PIC 25 PIC 31 PIC 32 Strategy's Expected Result/Impact: a. Teacher Reports (PLC meetings and Grade Level meetings) b. 3-6-9 Checkpoint Assessment Data (Eduphoria) Staff Responsible for Monitoring: Campus Admin. Campus Aides PK Aides, Title I Aides	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Support System 44 Program Teacher for phonics and reading interventions. Strategy's Expected Result/Impact: a. System 44 Reading Data Reports b. STAAR Data Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: FME will provide support with the alignment of the TEKS RESOURCES SYSTEM to our curriculum and instructional programs to increase students performance and achievement.




- Evaluation Data Sources:** a. 3-6-9 Checkpoint Assessment Data (Eduphoria)
b. Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus and district will provide supplementary services such as AVID to assist our 5th grade students with College and Career Awareness. The goal is for our 5th grade students to develop a college mindset and be college ready.</p> <p>Strategy's Expected Result/Impact: a. Attendance to AVID virtual webinars, conferences and trainings. b. Teacher certificates of completion</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$15,593</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will purchase TEKS Resource System/State Standards resources and materials that will support district initiatives. Student materials include; Mentoring Minds, Lone Star Learning for Math and Reading and other STAAR readying materials.</p> <p>Strategy's Expected Result/Impact: a. STAAR b. Lesson Plans c. IStation d. Performance Assessments via ITRS</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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 10: Frank Macias Elementary will continue the process of purchasing materials and supplies for incorporating and adding a Makerspace to be utilized by all our students in grades Prek-5th for the 2020-2021 school year.

- Evaluation Data Sources:**
- a. STAAR
 - b. Performance Assessments
 - c. Participation in Science Expo
 - d. Makerspace Student Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase supplemental supplies for our Makerspace classroom to support cross-curricular instruction with hands-on activities, problem based learning, STEM and small group activities for all students. Phase 1 of our Makerspace is in effect for the 2020-2021 school year.</p> <p>Purchasing Ipads for coding and artwork tied to the TEKS, printer for publishing station, 3-D printer and 3-D pens with the filament for math and design, electrical circuit units, legos for building, constructing, measurement and goemetry, tangram magnetic shapes for Math and Science, Macbook laptop for book video production and sound editing, PC laptop for 3-D printer connections and design, electrical materials for circuits, copper tape roles, cardstock, filament rolls in different colors for design using mathematical concepts, large designed table mats for coloring to develop fine motor skills and writing, building kits to introducing students architecture and design, colored pencils, markers, different colored paints, glue, rubberbands, metal and partical board pegboards for math and science project based learning, workshop tool kits for students, pencils, student binders and pocket binder sheets to be used as student portfolios. Student tool kids for reverse engineering. Furniture and storage for engineering, electrical circuits and building materials.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> a. Increase students academic performance in the STAAR assessment, 3-6-9 district checkpoints, Interim assessments, Benchmarks. b. Foster and deepen student's critical thinking skills to become independent learners. c. Sign-in Sheets d. Student Academic Makerspace Portfolios e. Student Report Cards f. Student Surveys g. Student Badges <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coaches Technology Teacher Librarian Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 GENERAL FUND - \$17,000, - 211 ESEA, TI A IMP - \$33,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				



No Progress



Accomplished



Continue/Modify












Discontinue













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











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

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Practice for emergency situations in coordination with the district security and safety departments, El Paso Sheriffs Department and the Horizon City Fire and Police Departments.</p> <p>Strategy's Expected Result/Impact: Safety & Security Audits and Inspections Campus Crisis Management Team Evaluations and Meeting Minutes Calendar of Events Teacher Reports (Grade Level Meetings)</p> <p>Staff Responsible for Monitoring: Campus Admin. Security, Counselor, Nurse, Safety/Emergency Team</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate staff, parents, and students on safety and visitor procedures, pick-up, drop-off and what to do in the event of an emergency also, and what procedures to follow in an event of an emergency which include: bullying, conflict resolution, discipline management, violence prevention, harassment prevention, suicide prevention.</p> <p>Strategy's Expected Result/Impact: safety and Security Audits and Inspections Campus Crisis Management Team Evaluations Meeting Minutes</p> <p>Staff Responsible for Monitoring: Campus Admin. Security Counselor School Resource Officer</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide counseling and family services from outside agencies with the assistance of Communities in Schools to students with chronic negative behavior, lack of academic success, and situations where services could be available to help.</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Mtgs) b) Discipline Referral Reports c) Counselor Schedule & Evaluation</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Counselor Communities in Schools staff member</p>	Formative			Summative
	Sept	Nov	Feb	May
				








Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a safety and crisis management team that will meet, review and evaluate procedures each semester.</p> <p>Strategy's Expected Result/Impact: Safety/Security Audits and Inspections Campus Crisis Management Team Evaluations and Meetings Minutes</p> <p>Staff Responsible for Monitoring: Campus Admin, Security, Nurse, Safety and Emergency Team</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Train staff in first aid, CPR, medical screenings and use of AED's. Identify them on an evacuation map.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities/Safety Security Audits and Inspections Campus Crisis Management Team Evaluation/Minutes</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Counselor Parents Office Staff Community Support members including Kiwanis</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Establish and promote a self-care and clean environment in all classrooms to support all student needs and well being.</p> <p>Strategy's Expected Result/Impact: Purchase Orders</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND - \$700</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community. Through PBIS a consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations.</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will implement and sustain a school wide Social Emotional/Morning Classroom Circle system for the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Classroom Observations Fewer discipline referrals throughout the year and especially in the historically heavy months of December, April and May.</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers Counselors</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: PBIS will continue to be integrated into the daily instruction and into individual social behavior. As part of this strategy, these structures will be integrated in messages to the parents and community. Through PBIS a consistent use of a committee developed discipline flow chart and matrix, videos to teach expectations</p> <p>Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Meetings) b) Calendar of Activities c) Discipline Referral Reports d) literature home e) Coffee with the Principal Monthly Meetings</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Counselor PBIS Team</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Ensure that 100% of students can access Remote Learning programs

Evaluation Data Sources: Student Work Progress, Google Classroom documentation, teacher logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Mobile Hotspots for Internet access to students to access remote learning</p> <p>Strategy's Expected Result/Impact: All students successfully completing remote learning programs. Staff Responsible for Monitoring: Campus Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Technology Equipment - 211 ESEA, TI A IMP - 211.11.6399 - \$15,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Targeted or ESF High Priority

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











Strategy 1 Details	Reviews			
<p>Strategy 1: Frank Macias Elementary will adhere to all budget guidelines in order to spend all allocated monies. Strategy's Expected Result/Impact: The budget will be utilized for the campus needs. Staff Responsible for Monitoring: Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coachy</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Frank Macias Elementary will maintain an attendance rating of at least 97% throughout the entire year. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Administration, Teachers, Attendance Clerk, Counselor, Communitites in Schools Representative</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Frank Macias Elementary will verify PEIMS coding data to ensure proper funding of special programs for campus/district. Strategy's Expected Result/Impact: Funding will be provided based on the individual need of students and the programs that they participate in. Staff Responsible for Monitoring: Administration, Registrar, GT Coordinator, SpEd Teachers</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Frank Macias Elementary will encourage teachers to turn off their classroom lights when they are not in the classroom. Strategy's Expected Result/Impact: Increase in awareness of being environmentally friendly and aware of bieng efficient in the electricity used by the teachers. Staff Responsible for Monitoring: Administration, Teachers, Office Staff, Custodians</p>	Formative			Summative
	Sept	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher retention







Strategy 1 Details	Reviews			
Strategy 1: Ensure that all teachers are certified in the appropriate subject or grade. Strategy's Expected Result/Impact: a) SBEC b) Personnel Reports Staff Responsible for Monitoring: Campus Admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit and interview teacher and paraprofessional candidates who are NCLB certified for available positions. Strategy's Expected Result/Impact: a) SBEC b) Job Fair Sign In Sheets Staff Responsible for Monitoring: Campus Admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
Strategy 3: Participate as a teacher preparation site for UTEP, Region 19 and other teacher preparation programs to train interns and have greater opportunity to recruit interns as FME teachers. Strategy's Expected Result/Impact: a) Teacher Reports (Grade level Mtgs) b) Intern Rosters Staff Responsible for Monitoring: Campus Admin. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  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.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development to all staff members to retain highly qualified teachers.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Sheets and Eduphoria Participation rosters</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 GENERAL FUND, - 255 ESEA, TIIA, TPTR</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide extensive training, materials, and resources for Instructional Leaders, teachers, administrators, counselor, nurse, librarian, and paraprofessionals. Build grade level teams to mentor new and struggling teachers and to build grade level cohesiveness. Provide staff with training to help meet mastery of the TEKS and to meet the needs of at-risk, economically disadvantaged, GT, ELL, SPED, and all other sub-pops.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Logs Teacher Reports (Grade level Mtgs)</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 255 ESEA, TIIA, TPTR - \$1,578, - 199 GENERAL FUND - \$7,464</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Leadership Team will meet Monthly. The team will include the Principal, Assistant Principals, Curriculum Coach, and other members as necessary to evaluate and plan for campus curriculum needs, assessment, and campus structures that need to be adjusted.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Agendas Minutes</p> <p>Staff Responsible for Monitoring: Campus Admin. Curriculum Coach Invited Guest Members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement PLC-TRS/TEKS Academies providing and giving teachers time to plan instruction, develop quality instructional lessons, analyze data, and increase depth/rigor. Provide 1 full day of planning for each 9 weeks for all grade levels, using the TEKS, YAG, IFD.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Training Sign In Logs PLC Minutes Data Dialogue Minutes and Data Sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: substitutes for TEKS Academies - 211 ESEA, TI A IMP - \$23,466.59</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 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)







Targeted or ESF High Priority










Evaluation Data Sources: Title I Crate







Program Checklist






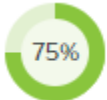



Survey

Feedback Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training/materials that will enable parents/guardians to help their children succeed academically, socially, emotionally, physically (bullying, conflict resolution, discipline mgt, violence prevention, harassment prevention, suicide prevention, nutrition), and technologically</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Survey Data Student Data (all sources to identify needs)</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Librarian Nurse Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$3,145</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with newsletters, website, ClassDojo, Facebook, Twitter, AVID Binders, agendas, call outs, marquee, and flyers to provide parents with events, successes, and information which will be in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Survey Data Communication Logs</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Nurse Counselor Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize updated annual Title I Parent/Teacher/Student Compact Strategy's Expected Result/Impact: Federal Programs Binder Sign in sheets Staff Responsible for Monitoring: Campus Admin. Site Base Team Counselors Communities in Schools personnel	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
Strategy 4: Inform parents of student progress through timely conferences, notes, AVID Binder, Teacher/Parent Nights, progress reports, ClassDojo, Skyward Parent Portal, phone calls and RtI communication. Strategy's Expected Result/Impact: Survey Data Sign in sheets Communication logs Staff Responsible for Monitoring: Teachers Office staff Counselors Communities in Schools personnel Title I Schoolwide Elements: 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 5 Details	Reviews			
Strategy 5: Encourage parents to become registered volunteers, attend parent workshops, and become involved with school functions, and work with their child(ren) on a daily basis . Strategy's Expected Result/Impact: Volunteer Report Communication Logs Staff Responsible for Monitoring: Campus Admin. Teachers Office Staff Counselors Communities in Schools personnel Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide transition activities for Head Start/PK students and parents, middle school transition visits for 5th grade students, including registration, sharing of programs and training. Involve the on-site H.S. classes in our campus programs.</p> <p>Strategy's Expected Result/Impact: Survey Data Communication Portfolio Head Start Calendar</p> <p>Staff Responsible for Monitoring: Campus Admin. Counselor Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide enrichment and supplementary materials for parents to include training in reading strategies and math strategies for home by campus staff, outside consultants, and by Region 19.</p> <p>Strategy's Expected Result/Impact: Calendar of Activities Flyers, Newsletters Sign in Sheets</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$6,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Provide parent training to assist children at home and at school (parent education classes by teachers, curriculum coach, administrators, counselors, Communities in Schools, and outside agencies)</p> <p>Strategy's Expected Result/Impact: Sign In Sheets TRS Calendar of Activities Flyers, Newsletters</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Provide snacks and refreshments during parent meetings to increase parent participation and promote parental involvement after pandemic.</p> <p>Strategy's Expected Result/Impact: Sign In Sheets Calendar of Activities Flyers, Newsletters Call Outs</p> <p>Staff Responsible for Monitoring: Campus Admin. Teachers Curriculum Coach Counselor Communities in Schools personnel</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 ESEA, TI A IMP - \$660</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 10 Details	Reviews			
<p>Strategy 10: PROCEDURES for TRANSLATING ESSENTIAL INFORMATION for PARENTS</p> <p>PURPOSE School districts have an obligation to ensure meaningful communication with Limited English Proficient (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district that is called to the attention of non-LEP parents.</p> <p>SCOPE Essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs,</p>	Formative			Summative
	Sept	Nov	Feb	May
				

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).

Strategy's Expected Result/Impact: Calendar of Activities

Flyers, Newsletters

Staff Responsible for Monitoring: Campus Admin.

Teachers

Curriculum Coach

Counselor

Communities in Schools personnel

Title I Schoolwide Elements: 3.1 - Additional Targeted Support Strategy

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No Progress



Accomplished



Continue/Modify



Discontinue

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

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


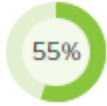





Targeted or ESF High Priority

Evaluation Data Sources: Title I Crate

Agendas and Attendance

Parent Surveys

Program Checklist

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will invite parents in grades 3rd, 4th and 5th to a Math, Reading and Science STAAR Night. Teachers will show parents how to work with their students at home.</p> <p>Strategy's Expected Result/Impact: Increase in Math, Reading, Writing and Science STAAR Scores. 3,-6-9 Week Checkpoints. DreamBox Math and Amplify Reading TELPAS</p> <p>Staff Responsible for Monitoring: Administration Curriculum Coaches Teachers Counselors CIS Coordinator Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: 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>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Frank Macias Elementary

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

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

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	7			\$4,500.00
1	1	8			\$1,150.00
1	1	11	Remote Learning Resources/Materials	199	\$2,000.00
1	2	2			\$1,500.00
1	3	1			\$3,200.00
1	3	2			\$15,880.00
1	3	3			\$20,000.00
1	4	1			\$0.00
1	4	2			\$1,500.00
1	4	3			\$2,500.00
1	4	5			\$5,525.00
1	4	6			\$21,000.00
1	4	7			\$1,500.00
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	3			\$12,000.00
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
1	6	2			\$1,100.00

199 GENERAL FUND

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$3,000.00
1	6	4			\$7,000.00
1	10	1			\$17,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	6			\$700.00
4	2	1			\$0.00
4	2	2			\$7,464.00
Sub-Total					\$190,748.00

211 ESEA, TI A IMP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$23,466.59
1	1	5			\$0.00
1	1	5			\$0.00
1	1	6			\$8,007.00
1	1	6			\$8,007.00
1	1	8			\$2,200.00
1	1	9			\$0.00
1	1	10			\$2,000.00
1	1	11	Remote Learning Resources/Materials	211	\$34,000.00
1	2	1			\$23,466.59
1	2	3			\$0.00
1	3	2		30,000.00	\$30,000.00
1	4	3			\$2,000.00
1	4	7			\$0.00
1	4	8			\$7,500.00
1	5	3			\$43,300.00
1	5	7			\$4,000.00
1	6	1			\$32,000.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$30,000.00
1	6	6			\$13,000.00
1	9	1			\$15,593.00
1	10	1			\$33,000.00
2	2	1	Technology Equipment	211.11.6399	\$15,000.00
4	2	4	substitutes for TEKS Academies		\$23,466.59
5	1	1			\$3,145.00
5	1	7			\$6,000.00
5	1	8			\$2,000.00
5	1	9			\$660.00
Sub-Total					\$361,811.77
255 ESEA, TIIA,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	2			\$1,578.00
Sub-Total					\$1,578.00
263 ESEA, TIII LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$557,137.77