Weslaco Independent School District

F. D. Roosevelt Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

At FDR, we are Super Leaders. FDR staff and students

Love learning

Excel in all we do

Achieve goals together

Do what is right

We LEAD………..We are... F-D-R!

Vision

F.D. Roosevelt Elementary

Vision Statement

The staff at F.D. Roosevelt Elementary is passionately committed to creating a positive atmosphere of respect, dedicated to providing our students with innovative, creative, and enjoyable opportunities, and prepared to work collaboratively to create an environment conducive to learning. By doing so, our students will become engaged learners resulting in successful leaders of tomorrow.

Comprehensive Needs Assessment

Demographics

Demographics Summary

F. D. Roosevelt Elementary is a ten year old, Pre-K- 5th grade Title I campus in Weslaco ISD located 814 E. Plaza street. Weslaco, Texas. At the end of the 2016-2017 school year, the school served 591 students. The average class size is twenty to one. Our school employs 37 professional staff including 29 teachers, 8 professional support, 2 campus administrators. The school also has 12 educational aids, for a total staff of 74. Our campus is compose of have one Pre-Kindergarten class, four kindergarten classes, five first grade classes, four second grade classes, five third grade classes, five fourth grade classes, and four fifth grade classes. Additionally, there are five bus routes. Three bring students who live outside the city limits and two that bring students who live in the city limits. Our student population is 99% Hispanic and 1% white. Eighty-six percent of our students are economically disadvantaged.

F.D. Roosevelt is a Leader in Me School. We believe that every child can be a leader. We infuse the 7 Habits on a daily basis and give our students opportunities to show leadership skills in various ways. We do this through our Jr. Lighthouse Team.

The attendance rate at F.D. Roosevelt for 2012-2013 school year was 96.9% and 96.8% for the 2013-2014 school year. The attendance rate for 2014-2015 was 96.9%. The attendance rate for 2015-2016 was 96.9%. The attendance rate for 2016- 2017 was 97.6 %.

F.D. Roosevelt Elementary's student groups include 33% English Learners (ELs), 3% Gifted and Talented and Special Education 8%. Additionally, 7% migrant and 77% are identified as At-Risk. Based on the 2017 Accountability Summary report our mobility rate is 21.5% it is 2.2% lower than 2016.

Weslaco ISD initiated an after-school program called ACE (After school Centers on Education). This program provides FDR staff to help students with homework, extra-curricular activities (cooking, painting, sports, etc.) and a warm meal for dinner.

F.D. Roosevelt Elementary continues to place a high priority in employing a high-quality, talented staff. One new teacher was just hired for the 2016-2017 school year. The turnover rate among our staff is low because people love to work at F. D. Roosevelt Elementary.

Demographics Strengths

Some of our other strengths include the many different clubs that we offer our students. One is our FDR Robotics team. We are the reigning district champion. We currently are hosting the traveling trophy. Since it's inception, FDR has won two of the three district championships, 2014-2015 & 2016 - 2017 school years. We have also competed in the TCEA Area Intermediate Arena competition. This year we will transition to FLL (First Lego League).

Second strength is our Ballete Infantil Folclorico de Weslaco. We are extremely proud of our student Folkloric dance group. We are the only elementary in WISD to offer dance instruction. The group has performed alongside the high school groups and have earned high praise.

We also have a Guitar club. Which is currently the only stringed instrument instruction program offered at the elementary level in all of WISD.

F.D. Roosevelt has its very own live news station, called KFDR. The KFDR Student news team has been delivering high-quality news and daily announcements for several years. Every year a new crop of 5th (sometimes 4th) graders are interviewed and selected to join the team. They are responsible for producing daily, morning announcements. Alongside the principal, they report the menu for the day, birthdays, college/university profiles and other special announcements.

We also have our own basketball team called the FDR Ballers. This basketball team is made of all FDR students who compete in the Boys & Girls Club league.

F.D. Roosevelt Elementary also believes in helping keeping the environment clean. We have a Go- Green Club which is comprise of 2nd -5th grade students. They meet once a month and go around the campus collecting recyclable material to be taken to the Recycling Center.

Another club that we offer is the photography club. The FDR Paparazzi is a group of students that captures the life and memories of our students through a camera lens. Students also contribute photos to the yearbook.

 F. D. Roosevelt Elementary has other strengths. Some of the most notable strengths include:

1. All staff and paraprofessionals are highly qualified.

2. 65% of the teaching staff has over between 11-20 years of experience.

3. Class size remains below the state expectation of 22:1 in PreK-4 and 25:1 in 5th grade.

4. Teachers and staff are given leadership opportunities such as serving on SBDM, participating in the leader in Me Lighthouse committee, serving as grade level chairs, bilingual chair and District Advisory committee.

5.Campus Attendance rate (97.6%) is 1% higher than last school year 2016 (96.9%)

Problem Statements Identifying Demographics Needs

Problem Statement 1: All, Hispanic and Econ. Disadv. 4th grade students are scoring below 60 on the STAAR Writing Assessment. **Root Cause**: The reason our 4th grade students are scoring below expectation on the STAAR Writing is due to the fact that there were two new teachers teaching 4th grade writing.

Student Academic Achievement

Student Academic Achievement Summary

F. D. Roosevelt Administrators and teachers evaluate student achievement data by generating state testing results reports using our district purchased program,Eduphoria Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus conducts SPRS meetings four times a year in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

F. D. Roosevelt met the standard in all four of the 2016-2017 Texas Accountability system Indices. We also met the target score for Index 1 Student achievement was 60 and FDR had a score of 67, Index 2 Student Progress: Target 32, FDR 41, Index 3 Closing Performance Gap: Target 28, FDR 37 and Index 4 Post Secondary Readiness: Target 12. FDR 32.

However, we did not earn any distinctions in any of the six eligible categories. Below is a summary of STAAR data for each testing grade.

STAAR	All Students	Eco. Disadvantage	Hispanic	LEP	Special ED	Gifted/Talent	At Risk
3rd Reading	55.91%	44.23%	55.91%	38.89%	0%	100%	53.45%
3rd Math	68.82%	62.75%	68.82%	61.11%	0%	100%	68.97%
4th Reading	56.47%	41.67%	56.47%	45%	11.11%	100%	36.96%
4th Math	55.29%	45.83%	55.29%	45%	11.11%	100%	36.96%
4th Writing	45.88%	33.33%	45.88%	30%	0%	100%	26.09%
5th Reading	84%	74.19%	69.77%	60.87%	12.5%	100%	58.62%
5th Math	85%	83.33%	73.81%	68.18%	0%	85.7%	63.16%
5th Science	73%	67.92%	72.94%	58.33%	37.5%	100%	61.4%

The 2016-2017 STAAR data shows that there is a need to continue to focus upon providing rigorous curriculum ,instructional and assessment practices in writing. In Spring 2017 4th grade writing was 45% whereas in Spring 2016 it was 67%. With a decrease of 22%.

TELPAS

2016-2017 TELPAS Summary (Composite Rating)

Listening , Speaking, Reading, Writing	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Beginning	34.70%	34.10%	7.14%	2.50%	8.33%	0%
Intermediate	34.70%	31.70%	42.85%	22.50%	41.66%	16%
Advanced	21.70%	29.20%	39.28%	50%	33.33%	24%
Advanced High	8.60%	4.87%	10.71%	25%	16.66%	60%

The TELPAS data was disaggregated and we noticed that in kinder EL's students who scored Beginning and Intermediate decrease by 6%. In addition, Advanced increased by 3%. Whereas Advance High stayed the same.

In first grade, we had an increase of EL's students scoring at the Beginning (9%), Advanced (12%), and Advanced High (4%) Level on TELPAS compared to last year. We had a 26% decrease on EL's students scoring at the Intermediate Level. Second grade EL's scoring at the Beginning Level is 1% higher than last year. As for Intermediate (42%) and Advance (11%) there was a decrease. Whereas Advance High they stated the same. In third grade we had an increase of EL students scoring at the advance (7%) and Advance High (5%) then we did last year. As for Beginning (11%) and Intermediate (1%) we saw a decrease in 3rd grade TELPAS. As we disaggregated our data we noticed that there was an increase in both 4th and 5th grade EL's students who scored Intermediate on TELPAS. As for 4th and 5th grade EL's students who scored Advance on TELPAS there was a decrease. In addition 4th grade EL's students who scored Beginning increase by 6% as opposed to 5th grade EL's who scored 7% lower than last year.

Student Academic Achievement Strengths

A student achievement strength at F.D. Roosevelt Elementary is the belief system that educators and education can make a significant difference in the potential of each and every child. Our teachers and staff are willing to do whatever it takes to help student learn at high levels. Additional strengths are listed

below.

- Met Index 1 Student Achievement at Index Score of 67
- Met Index 2 Student Progress at Index Score of 41
- Met Index 3 Closing Performance Gaps at Index Score of 37
- Met Index 4 Post secondary Readiness at Index Score of 32
- Growth in 3rd Grade Math from a 53% to 71%
- Growth in 5th Grade Science from a 69% to 73%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Problem Statement 2: Our Special Education students are scoring below 60 on the STAAR Math assessment. **Root Cause**: The reason the Special Education students are scoring below expectations in STAAR Math is due to lack of automaticity.

School Processes & Programs

School Processes & Programs Summary

F.D. Roosevelt Elementary has a highly qualified staff. Upon employment, teachers are given professional development in the district. Professional development needs are determined by student achievement results, and special campus programs that require training for implementation. All teachers are given opportunities to serve in leadership roles in professional learning communities (PLCs).

School Processes & Programs Strengths

In the area of staff quality, recruitment, and retention, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 65% of the teaching staff has over between 11-20 years of experience.
- Teachers and staff are given leadership opportunities such as serving on SBDM, participating in the leader in Me Lighthouse committee, serving as grade level chairs, bilingual chair and District Advisory committee.

Perceptions

Perceptions Summary

F. D. Roosevelt Elementary is comprised of students in Pre-Kindergarten through fifth grade.

Student success is celebrated in a variety of ways at F. D. Roosevelt. We have a six weeks award ceremony in which students are recognized for Perfect Attendance, Superior Honor Roll, Honor Roll, Leadership, Super Reader, Accelerated Reader and Super Star. Jr. Lighthouse members serve as greeters and masters of ceremonies during awards assemblies. F.D. Roosevelt participates in the Leader in Me process.

F.D. Roosevelt staff and administration will be meeting four times this school year to discuss students progress (SPAR). At these meeting Administration and teachers discuss any concerns they might have from attendance to academics.

School safety continues to be emphasized at FDR. Safety drills will be conducted every six weeks.

Perceptions Strengths

Reflecting on the culture and climate of F. D. Roosevelt Elementary identified the following strengths:

- Open door policy for parents, students and staff concerns
- Six Weeks ceremonies celebrate academic honors.
- The faculty and staff eagerly participate in monthly Booster meetings planned by The Leader in Me Lighthouse members.
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classroom
- Emphasis for students to become independent learners
- Encouragement of students to read 20 minutes daily at home.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By the end of the 2017-2018 school year, the number of students who score at the Approaches Level on the Social Studies Curriculum Based Assessments will increase from 10% in May to 20% in May 2018.

Evaluation Data Source(s) 1: 2017-2018 Curriculum Based Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 3 1) Utilize Scholastic News magazines to improve reading comprehension, content vocabulary and fluency.	1, 3	Principal CIF Teachers	Performance on the Social Studies assessments will improve. Curriculum Based Assessments				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: State Comp Ed (SCE) - 0.00						
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause 1**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: By Spring 2018, the number of students who score the Approaches Level on the Science STAAR assessment will increase from 73% in Spring 2017 to 78% in Spring 2018. In addition, the percentage of 5th grade students who score at the Master Level on the STAAR Science assessment will increase from 11% in Spring 2017 to 16% in Spring 2018. The number of Special Ed. students who score the Approaches level will increase from 37% to 42%.

Evaluation Data Source(s) 2: 2017 - 2018 Science STAAR Assessment

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Utilize Scholastic Super Science magazine to improve reading comprehension in nonfiction and content vocabulary.	1	Administration Science Teachers	Performance on the Science assessments will improve. Curriculum Based Assessments STAAR Assessments				
	Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1 2) Develop students' understanding of science concepts with differentiated instruction with hand-on activities/manipulatives and science laboratory activities using science kits.	1, 3	Administration Science Teachers	Performance on the Science Curriculum Based Assessments, District Benchmarks and 5th grade STAAR will improve. Curriculum Based Assessments District Benchmark STAAR Assessment				
Critical Success Factors CSF 1 3) Conduct Science campus prior to benchmarks/STAAR assessment to review concepts.	1, 3, 9	Administration Science Teachers STAAR Teacher	Performance on the Science Curriculum Assessment, District Benchmarks, and 5th grade STAAR will improve. Curriculum Based Assessments District Benchmarks STAAR Assessment				

✔ = Accomplished   → = Continue/Modify   ◕ = Considerable   ◔ = Some Progress   ● = No Progress   ✖ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause 1**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: By Spring 2018, the number of students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 70% in the Spring 2017 to 75% in Spring 2018. In addition the percentage of 3rd-5th grade students who score at the Master Level on the math assessment will increase from 24% in Spring 2017 to 30% in Spring 2018. The percentage of 3rd- 5th grade Special Ed. students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 17% in Spring 2017 to 22% in Spring 2018. The number of Special Ed. who score at the Approaches Level will increase from 16% to 21% in 2018.

    Evaluation Data Source(s) 3: 2017-2018 Math STAAR Assessment

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 1) Conduct Math Campus prior to benchmarks/STAAR assessment to review concepts.	1, 3, 9	Administration Math Teachers STAAR Teacher	Performance on the Math Curriculum Based Assessment, District Benchmarks and STAAR will improve. Curriculum Based Assessment District Benchmarks STAAR Assessment				
Problem Statements: Student Academic Achievement 2							
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 2) Professional Learning Communities Grade K-5th will meet with their respective grade levels to collaborate on developing activities, weekly test/quizzes and share strategies.	1, 8	Administration Math Teachers	Performance on the Math Curriculum Based Assessment, District Benchmarks and STAAR will improve. Curriculum Based Assessment District Benchmarks STAAR Assessment				
Problem Statements: Student Academic Achievement 2							

System Safeguard Strategy Critical Success Factors CSF 1 3) Utilize Scholastic Dyna Math magazine to improve reading and comprehending nonfiction, math objectives and content vocabulary.	1, 3	Administration Math Teachers	Performance on the Math Curriculum Based Assessment, District Benchmarks and STAAR will improve Curriculum Based Assessment District Benchmarks STAAR Assessment				
	Problem Statements: Student Academic Achievement 2						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 4) Integrate the application of technology to promote a blended learning environment in Mathematics classrooms through various programs: -Envision Math Pearson -Reasoning Minds -Reflex Math -Imagine Math (Formerly Think Through Math)	1, 3	Administration Math Teachers	Performance on the Math Curriculum Based Assessment, District Benchmarks and STAAR will improve. Curriculum Based Assessment District Benchmarks STAAR Assessment				
	Problem Statements: Student Academic Achievement 2						
✔ = Accomplished ➡ = Continue/Modify ◓ = Considerable ◒ = Some Progress ● = No Progress ✘ = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: Our Special Education students are scoring below 60 on the STAAR Math assessment. **Root Cause 2**: The reason the Special Education students are scoring below expectations in STAAR Math is due to lack of automaticity.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: By Spring 2018, the number of students who score at the Approaches Level on the Reading STAAR Assessment will increase from 65% in the Spring 2017 to 70% in the Spring 2018. In addition, the percentage of 3rd-5th grade students who scored at the Masters Level on the Reading Assessment will increase from 20% in Spring 2017 to 25% in Spring 2018. Special Ed. will increase from 5% in Spring 2017 to 10% in Spring 2018.

    Evaluation Data Source(s) 4: 2017-2018 Reading STAAR Assessment.

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 1) Implement Independent Reading school wide. All Staff members and students K-5th will read a book of their chose for 20 minutes daily to improve fluency and comprehension.	1	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Benchmarks, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							
System Safeguard Strategy **Critical Success Factors** CSF 1 2) Utilize Scholastic Story Works magazine to improve reading comprehension, fluency, content and academic vocabulary.	1	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							

System Safeguard Strategy **Critical Success Factors** CSF 1 3) Implement Words in Action. Teacher read to students for 25 minutes daily during morning duty to improve vocabulary and comprehension.	1, 3	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							
Funding Sources: General Fund - 0.00							
System Safeguard Strategy **Critical Success Factors** CSF 1 4) Implement Guided Reading in grades K-5th. Teachers in grades K-2nd read with students daily. 3rd-5th grade teachers will read with below level readers daily.	1, 3, 9	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							
Critical Success Factors CSF 1 5) Students in 3rd -5th will participate in Reading Camps to review skills needed for STAAR.	1	Principal CIF STAAR Teacher Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment				

System Safeguard Strategy **Critical Success Factors** CSF 1 6) Students in K-2nd will receive 30-60 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.	1, 9	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							
Funding Sources: General Fund - 0.00							
System Safeguard Strategy **Critical Success Factors** CSF 1 7) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, spelling and Handwriting, including fluency, comprehension, and vocabulary.	1	Principal CIF Teachers Strategies	Performance on Reading Curriculum Based Assessment, District Assessment, STAAR and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell				
Problem Statements: Student Academic Achievement 1							
Critical Success Factors CSF 1 CSF 2 8) Implement accommodations for eligible students to assist students in reading.	1, 3, 8, 9, 10	Dyslexia Coordinator Dyslexia Teacher Campus Principal CIF	Benchmark scores, Six Weeks progress report and Kurzweil 300 report will improve reading scores.				
Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00							
Critical Success Factors CSF 1 CSF 3 CSF 7 9) Implement staff development to assist in the training of instructional strategies in reading and the understanding of the written language.	1, 3, 4, 8, 9, 10	Dyslexia Coordinator Dyslexia Teacher Campus Principal CIF	Benchmark scores, Six Weeks progress report and Kurzweil 300 will improve reading and writing STAAR scores.				
Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00							
10) Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	1	Campus Library Staff Teachers District Library Staff					
Funding Sources: State Comp Ed (SCE) - 0.00							

11) Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.	Campus Library Staff Teachers District Library Staff				

✔ = Accomplished　➡ = Continue/Modify　◔ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause 1**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: By Spring 2018, the number of students who score at the Approaches Level on the Writing STAAR assessment will increase from 45% in the Spring 2017 to 50% in the spring 2018. In addition, the percentage of 3rd -5th grade students who scored at the Masters Level on the Writing assessment will increased from 1% in Spring 2017 to 5% in Spring 2018. Special Ed. will increase from 0% to 5% at the Approaches Level.

Evaluation Data Source(s) 5: 2017-2018 Writing STAAR Assessment

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Develop and implement new assessment: Writing prompt assessments (K-3rd).	1	Principal CIF Teachers Strategies	Performance on Reading Curriculum Based Assessment, District Benchmark Assessment, Writing prompts and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment				
Critical Success Factors CSF 1 2) Implement Daily Journal Writing in grades k-2.	1	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, Writing Prompt and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment				
Funding Sources: General Fund - 0.00							

Critical Success Factors CSF 1 3) Implement an organizational frame work for teaching writing and facilitate opportunities for staff development. -Writing across the Curriculum through Write to learn strategies. -Reading and writing connections through the Write Time for Kids Curriculum -TEKS Resource System -Abydos Three Week Institute -Abydos Recertification for Trainers	1	Strategies CIF Writing teachers	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment				
		Problem Statements: Demographics 1					
Critical Success Factors CSF 1 4) Students 3rd - 5th will participate in Writing Camps to review skills needed for STAAR.	1	Principal CIF Teachers	Performance on Reading Curriculum Based Assessment, District Assessment, and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment Fountas and Pinnell STAAR Teacher				
Critical Success Factors CSF 1 CSF 2 5) Implement accommodations for eligible students to assist students in writing.	1, 3, 8, 9, 10	Dyslexia Coordinator Dyslexia Teacher Campus Principal CIF	Benchmark scores, Six Week's progress report Kurzweil 300 report will improve writing scores.				
		Problem Statements: Demographics 1					
		Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00					

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Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: All, Hispanic and Econ. Disadv. 4th grade students are scoring below 60 on the STAAR Writing Assessment. **Root Cause 1**: The reason our 4th grade students are scoring below expectation on the STAAR Writing is due to the fact that there were two new teachers teaching 4th grade writing.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: By the Spring 2017- 2018 school year, the percentage of 3rd - 5th grade EL students who scored at the Approaches Level on Reading STAAR assessment will increase from 55% in Spring 2017 to 60% in Spring 2018 and in Math STAAR assessment it will increase from 69% to 75%. In addition the percentage of 5th grade EL students who score Approaches Level in Science will increase from 63% to 68%. In writing, the percentage of 4th grade EL students will increase from 38% to 43%.

Evaluation Data Source(s) 6: STAAR Data TELPAS

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7 1) Implement the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings.	1, 3, 4, 6, 8, 9	Principal CIF Bilingual/ESL Teachers	Increase in English Language Proficiency Level of all EL's and increase percentage in attainment of Advanced High TELPAS composite.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide Staff Development opportunities on independent reading, small group reading and literature.	1, 3, 4, 6, 8, 9, 10	Bilingual/ESL Director Principal CIF ELA Strategist	Professional growth in the areas of Reading for Participants.				
Funding Sources: State Comp Ed (SCE) - 0.00							
Critical Success Factors CSF 1 CSF 7 3) Provide student-choice reading selection through the year.	1, 3, 4, 6, 8, 9, 10	Principal CIF Teachers ELAR Strategist Bilingual/ESL Director	Increase independent reading levels of all students.				
Funding Sources: State Bilingual/ESL - 0.00							

Critical Success Factors CSF 1 CSF 7 4) Implement SIOP model strategies to help EL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques	1, 3, 4, 6, 8, 9, 10	Principal CIF Teachers ELAR Strategist Bilingual/ESL Director	

✔ = Accomplished   ➡ = Continue/Modify   🥧 = Considerable   ◔ = Some Progress   ⚪ = No Progress   ✖ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: The Fine Arts Department will increase student participation in the arts to 50% of total student enrollment.

Evaluation Data Source(s) 7: 2017-2018 WISD Fine Arts Census Report

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.		Visual Arts Teachers Fine Arts Coordinator	Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 8: By Spring 2018 school year, the number of students identified as Gifted and Talented in Kinder - 5th grade will increase by 5%.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 2) Monitor to ensure that 100% of the classroom teachers, counselors, and administration have received training in the Nature and Needs Assessment of gifted students.		Advanced Academics Coordinator Campus Facilitator Campus Counselor	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				
2) Provide training in the Nature and Needs of gifted students and 30 hours of certified gifted training for all teachers of GT students		Advanced Academics Coordinator Campus Facilitator Campus Counselor	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◑ = Some Progress ● = No Progress ✖ = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: During the 2017- 2018 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Source(s) 9: Fitness Gram

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.	3	Campus Principal Assistant Superintendent C&I Elementary Assistant Superintendent C&I Secondary Campus Physical Education Teachers District Physical Education Coordinator Athletic Director	Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram				
2) School districts are required to conduct physical assessments for students in grade 3 or higher who are enrolled in a PE course.	3	Campus Principal Assistant Superintendent C&I Elementary Assistant Superintendent C&I Secondary Campus Physical Education Teachers District Physical Education Coordinator Athletic Director	Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: During the 2017-2018 school year, the number of discipline referrals will decrease by 10% from the 2016-2017 school year ensuring that all students learn in an atmosphere that promotes students success.

    Evaluation Data Source(s) 1: Discipline Reports

    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Nov	Formative Jan	Formative Mar	Summative June
1) Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness program for our students.	1, 3, 4, 5, 6, 7, 8, 9, 10	Campus Principal Counselor					
Funding Sources: State Comp Ed (SCE) - 0.00							
2) Providing counseling lessons to K- 5th grade students to stress social skills and Bullying.	1, 3, 4, 5, 6, 7, 8, 9, 10	Principal CIF Counselor					
✔ = Accomplished　➡ = Continue/Modify　◐ = Considerable　◔ = Some Progress　⚪ = No Progress　✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 2: During the 2017-2018 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted.

Evaluation Data Source(s) 2: Documentation of monthly drills

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly drills will be conducted on the campus.		Principal Security Guard					
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◐ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 3: During the 2017-2018 school year we will increase our technologies to insure that all staff and students have access to the resources they need for intervention, acceleration and research by 5%.

Evaluation Data Source(s) 3: Sign Sheets

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide professional training on Blended learning, Google Apps and integration of technology in their daily lessons.		Principal CIF CTC					
2) Students in Pre-K-5th grade will use technology to develop reading, writing, and math skills. Technology will include Elmo, Smart Boards, Chrome books, Ipads, Computer desktops, laptops, document cameras, printers, ink, media carts, speakers, laminator machine, scanners, and mounted projectors.		Principal CIF CTC	Increase teachers and students technology skills.				
3) The campus technology needs will be addressed through the purchases of necessary components such as but not limited to supplies, printers, projectors, scanner, cameras, laptops, light bulb, software, Elmo projector and toner for printers.		Principal CIF CTC	Increase teachers and students technology skills.				
Critical Success Factors CSF 2 CSF 3 CSF 7 4) Develop a Weslaco ISD Blended Learning Framework that increase high quality technology use to support student literacy. This Frame work will target *SAMR Model *Forethought lesson planning/activities *Definition of blended learning and Personalized learning *Personalized Learning Components *T-TESS connections to blended learning to guide quality instruction.		Director of instructional Technology CTC Principal CIF	Increase students success. Increase knowledge of blended competencies (use of data, resources, methodologies) by leadership and teachers.				

Critical Success Factors CSF 1 CSF 3 5) Increase collaboration to make powerful connections between curriculum, instruction and technology use by expanding ELAR PLCs to include CTCs, Librarians, and instructional department mentor, ELAR Strategist, Instructional Technology dept.		ELAR Strategies CTC Librarians	The increased understanding of our ELAR curriculum will help make connections to the developing framework. Participants will also better understand How our technology tools can support student literacy instruction.				
Critical Success Factors CSF 1 CSF 2 CSF 7 6) Designate funds to purchase on-line subscriptions (Teacher pay Teacher, Brainpop Jr., Accelerated Reader, Reading A-Z, ABC Teach, and Quill)that offers instructional videos, online books, etc. for all students in all subjects areas.	1, 5, 9, 10	Principal CIF CTC	Performance on Reading and Writing Curriculum Based Assessment, District Assessment, and STAAR will improve. Curriculum Base Assessment District Benchmark STAAR Assessment				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: All, Hispanic and Econ. Disadv. 4th grade students are scoring below 60 on the STAAR Writing Assessment. **Root Cause 1**: The reason our 4th grade students are scoring below expectation on the STAAR Writing is due to the fact that there were two new teachers teaching 4th grade writing.
Student Academic Achievement
Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause 1**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 4: 100% of WISD students and staff employ safe, secure digital citizenship behaviors

Evaluation Data Source(s) 4: Eduphoria sign-in sheets: Internet safety training
Certificate of Certified School status from curriculum vendor

Summative Evaluation 4:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 1) 100% of Weslaco ISD students and staff will complete Internet Safety training using the Common Sense Media curriculum or an approved alternate. This will allow the majority of campuses and Weslaco ISD to receive the designation of Common Sense Media Certified.		Director of Instructional Technology Instructional Technology Strategist Campus CTC	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc behaviors. Family and Community engagement with digital citizenship conversations at home.				
2) Teachers and CTC will provide lessons in order to ensure students are well informed and understand what Common Media is.		Principal CIF CTC	Reduced cyberbullying, plagiarism, etc behaviors. Family and Community engagement with digital citizenship conversations at home.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 5: F.D.R Nursing Staff, Security Guard and Special Ed. personnel will be train in CPR/AED/First Aid/CPI.

Evaluation Data Source(s) 5: Sign-in Roster; Eduphoria

Summative Evaluation 5:

				Reviews			
Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.	3	Campus Administration Nurse Coordinator Melissa Escalon	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI				
✔ = Accomplished →= Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: During the 2017-2018 school year, we will increase parental involvement and community engagement by increasing the number of opportunities for involvement by 5% from 2016-2017 to 2017-2018.

Evaluation Data Source(s) 1: Campus Six Weeks Report, Parent sign in logs.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Recognize students' achievements every six weeks. Perfect Attendance, Superior Honor, Honor Roll, Accelerated Reader Award, Super Star, Super Reader, Leadership Award.	6	Principal CIF Teachers Parent Liaison	Attendance, Grades, Curriculum Base Assessments, Benchmarks, STAAR will improve. Lesson plans Curriculum Base Assessments District Benchmarks STAAR				
Critical Success Factors CSF 5 2) Provide Career Awareness Activities (presentations, guest speakers, College Day)	6	Principal CIF Teachers Campus Counselor Parent Liaison					
3) Utilize all forms of contact with parents through phone calls, email, parent teacher conference, school messenger, KWES and social media (Facebook, Twitter).	1, 4, 8, 9	Campus Principal Parent Liaison Campus Counselor Ace Coordinator	When parents are engaged and participate with campus events/activities student achievement increase. Children whose parents are more motivated to learn are more successful in school.				
4) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.	1, 4, 6, 7, 10	Parental Involvement Director Campus Principal Administration Parent Liaison	When parents are engaged and participate with campus events/activities student achievement increases. Parents will be given special recognition at our end of the year awards ceremony.				
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: During the 2017-2018 school year, 100% of all staff members will participate in professional learning opportunities that support student learning and promote student achievement.

Evaluation Data Source(s) 1: T-TESS Goals & Walk-Through

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Provide opportunities for teacher to network and collaborate with other teacher.	1, 3, 4, 5	Principal CIF	Performance on Writing Curriculum Base Assessment, District Benchmark, STAAR will improve. Curriculum Base Assessment District Benchmark STAAR				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Provide appropriate training in implementing the Leader in Me process	1, 3, 4, 5	Principal CIF Teachers	A decrease in discipline referrals. Performance on Curriculum Base Assessment, District Benchmark, STAAR will improve. Discipline Report Curriculum Base Assessment District Benchmark STAAR				

System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) Provide appropriate training in implementing Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) in grades K-2nd in order to improve Fluency and Comprehension.	1, 2, 3, 4, 5, 6, 9	Principal CIF	Performance on Fountas and Pinnell will improve. Problem Statements: Student Academic Achievement 1 Funding Sources: General Fund - 0.00				
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Professional Learning Communities Grades K- 5th will meet with their respective grade levels to collaborate on developing activities, weekly quizzes/test and share strategies.	1, 8, 9	Reading, Math, Social Studies, Science Strategist Principal CIF Teachers	Increased performance of students on assessments. Curriculum Base Assessment District Benchmark STAAR Assessment				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 5) Starting in November 2017, All teachers will participate in a campus book study of Pam Allyn & Ernest Morrell's "Every Child a Super Reader."	1, 4	Principal CIF	Performance on Curriculum Base Assessment, District Benchmark, STAAR, and Fountas and Pinnell will improve. Curriculum Base Assessment District Benchmark STAAR Fountas and Pinnell				
			Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 0.00				
6) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K- 5th.	1	Reading, Math, Science and Social Studies Strategist CIF Campus Administration	Increased performance of students on assessments. Curriculum Base Assessment District Benchmark STAAR Fountas and Pinnell				

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Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our Special Education students are scoring below 60 on the STAAR Reading. **Root Cause 1**: The reason why our Special Education students are scoring below expectation in STAAR Reading is due to the lack of consistent phonics instruction and limited academic vocabulary.

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 2: All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

Evaluation Data Source(s) 2: Eduphoria and sign in sheets

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
1) Provide mentors and induction training for new teachers and administrators.		Director of Staff Development Principals	Mentor assignments, participant feedback				
Funding Sources: Title II Part A - 0.00							
2) Provide appropriate job-related training for paraprofessionals and other support personnel.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education	Training records, evaluations, feedback				
Funding Sources: General Fund - 0.00							
3) 3) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals	Training records, documentation				
Funding Sources: Title II Part A - 0.00, State Gifted and Talented (G/T) - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, State Comp Ed (SCE) - 0.00							
✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable 🔘 = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

Performance Objective 1: All district procedures will be followed when submitting all purchase orders.

Evaluation Data Source(s) 1: Purchase orders, District Audits

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
1) Grade level chairpersons will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).		Principal School Secretary District Business Office	All district procedures will be followed to ensure a clean audit.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize Scholastic News magazines to improve reading comprehension, content vocabulary and fluency.
1	3	1	Conduct Math Campus prior to benchmarks/STAAR assessment to review concepts.
1	3	2	Professional Learning Communities Grade K-5th will meet with their respective grade levels to collaborate on developing activities, weekly test/quizzes and share strategies.
1	3	3	Utilize Scholastic Dyna Math magazine to improve reading and comprehending nonfiction, math objectives and content vocabulary.
1	3	4	Integrate the application of technology to promote a blended learning environment in Mathematics classrooms through various programs: -Envision Math Pearson -Reasoning Minds -Reflex Math -Imagine Math (Formerly Think Through Math)
1	4	1	Implement Independent Reading school wide. All Staff members and students K-5th will read a book of their chose for 20 minutes daily to improve fluency and comprehension.
1	4	2	Utilize Scholastic Story Works magazine to improve reading comprehension, fluency, content and academic vocabulary.
1	4	3	Implement Words in Action. Teacher read to students for 25 minutes daily during morning duty to improve vocabulary and comprehension.
1	4	4	Implement Guided Reading in grades K-5th. Teachers in grades K-2nd read with students daily. 3rd-5th grade teachers will read with below level readers daily.
1	4	6	Students in K-2nd will receive 30-60 minutes daily instruction using Systematic Instruction in Phoneme Awareness, Phonics and Sight words (SIPPS) in order to improve fluency and comprehension.
1	4	7	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, spelling and Handwriting, including fluency, comprehension, and vocabulary.
4	1	1	Provide opportunities for teacher to network and collaborate with other teacher.
4	1	3	Provide appropriate training in implementing Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) in grades K-2nd in order to improve Fluency and Comprehension.
4	1	5	Starting in November 2017, All teachers will participate in a campus book study of Pam Allyn & Ernest Morrell's "Every Child a Super Reader."

State Compensatory

Personnel for F. D. Roosevelt Elementary:

Name	Position	Program	FTE
Amy Guajardo	Campus Instructional Facilitator	Roosevelt Elementary School	1
Elizabeth Sanchez	At Risk Attendance Clerk	Roosevelt Elementary School	1
Leslie Cavazos	Library Aide	Roosevelt Elementary School	1
Raul Rodriguez	Campus Technology Coordinator	Roosevelt Elementary School	1
Vacancy	STAAR Teacher	Roosevelt Elementary School	1

2017-2018 Campus Site-Based Commitee

Committee Role	Name	Position
Classroom Teacher	Carmen Aceves	2nd Grade Teacher
Classroom Teacher	Sandra Alvarez	Special Ed. Teacher
Classroom Teacher	Joe Calderon	Health Teacher
Classroom Teacher	Elizabeth Cansino	4th grade Teacher
Classroom Teacher	Norma Garza	5th Grade Teacher
Administrator	Amy Guajardo	CIF
Classroom Teacher	Omar Lopez	3rd Grade Teacher
Administrator	Jennifer Luna	Principal
Paraprofessional	Anna Madrigal	Paraprofessional
Classroom Teacher	Lizabeth Ramirez	Kinder Teacher
Classroom Teacher	Rosa Maria Rodriguez	1st Grade Teacher

Campus Funding Summary

State Gifted and Talented (G/T)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			$0.00
				Sub-Total	$0.00

State Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			$0.00
				Sub-Total	$0.00

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		16411632900102830	$0.00
1	4	10			$0.00
1	6	2			$0.00
2	1	1			$0.00
4	1	5		16411639900102830	$0.00
4	2	3			$0.00
				Sub-Total	$0.00

State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			$0.00
4	2	3			$0.00
				Sub-Total	$0.00

Title 1, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	8			$0.00
1	4	9			$0.00

1	5	5			$0.00
				Sub-Total	$0.00

General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3		199-11-6399-00-102-7-11	$0.00
1	4	6		199-11-6399-00-102-7-11	$0.00
1	4	8			$0.00
1	4	9			$0.00
1	5	2		199-11-6399-00-102-8-11	$0.00
1	5	5			$0.00
4	1	3		199-11-6399-00-102-7-11	$0.00
4	2	2			$0.00
4	2	3			$0.00
				Sub-Total	$0.00

Title II Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			$0.00
4	2	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00