Weslaco Independent School District

Mario Ybarra Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

At PFC Mario Ybarra Elementary School, we believe every child is unique and important. Everyone on campus is recognized for their achievements and praised for their individual efforts. We believe that education is a unified effort among students, parents, faculty, administrators, and staff; so that all children can learn. Our focus is to develop leaders, one child at a time.

Vision

PFC Mario Ybarra Elementary staff believes that an educational program rich in literature is a means to enhance academic success of students. It is our vision that our students be actively engaged in a stimulating academic environment with a challenging curriculum that is student-centered and literacy enhanced. Our purpose is to educate all students to live, love, learn, and to leave a legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

P.F.C. Mario Ybarra Elementary is located in Weslaco, Texas. P.F.C Mario Ybarra Elementary School is one of eleven elementary schools in Weslaco Independent School District. The campus is the newest elementary constructed in 2009. The student population at Ybarra Elementary School is approximately 550, and serves students in grades PK3 through 5th grade.

According to the PEIMS Data Review of our campus profile, 96% of the student population is Hispanic, 92% are identified as Economically Disadvantaged, and 49% are English Language Learners.

Ybarra Elementary involves our community leaders during special events, such as Fall Festival, Veterans Day, Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee meetings, and other school events.

The students of Ybarra Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Ybarra Elementary are entering their second year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the student's grades, increased vocabulary and leadership skills.

The current staff at Ybarra Elementary School is composed of 34 teachers, 2 campus administrators, 1 counselor, 3 professional support personnel, 6 non-classroom office staff, and 11 educational aides.

Demographics Strengths

Ybarra Elementary has many supportive parents, because they value the importance of education and they can see the great things happening.

The attendance rate has been one of the highest in the district.

The community is very involved at Ybarra Elementary and continuously supports students achievements, community endeavors, and fundraisers.

Ybarra Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Student Art Club, Science Club, Cheerleading, Journalism Club, Choir Club, Robotics, and Academic U.I.L.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for for all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. R **Root Cause**: Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Student Academic Achievement

Student Academic Achievement Summary

Administrators, counselors, 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 meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

2015-2016 STAAR Summary 3rd - 5th Grade STAAR DATA

Met Standard

STAAR	All Students	Eco Dis	At-Risk	Migrant	LEP	Sp. Ed	Gifted and Talented	Hispanic
3rd Grade Reading	71%	71%		47%	59%	*		70%
3rd Grade Math	75%	76%		80%	64%	*		75%
4th Grade Reading	59%	57%		*	43%	*		59%
4th Grade Math	76%	75%		*	66%	*		75%
4th Grade Writing	65%	64%		*	55%	*		65%
5th Grade Reading	62%	59%		60%	57%	*		62%
5th Grade Math	92%	91%		90%	95%	*		
5th Grade Science	54%	52%		56%	53%	*		54%

Student Academic Achievement Strengths

1. Ybarra Elementary showed great improvements on their Science STAAR scores (30 point increase).

2. Ybarra Elementary showed great improvements in Post Secondary STAAR scores (14 point increase).

3. Ybarra Elementary is a Met Standard school.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 34% of 4th grade students did not meet Writing STAAR standard in 2016. **Root Cause**: Students are lacking basic foundation in the writing process as a result of a very weak writing curriculum.

Problem Statement 2: In grades (K-5), 49% of students are reading below level based on (EOY) IRI levels in September 2016. **Root Cause**: Reading program at campus has improved in the alignment, although consistent implementation still needs to be addressed. Teacher still need additional training on implementation procedures.

School Processes & Programs

School Processes & Programs Summary

Ybarra Elementary uses a hiring committee composed of administrators and teachers from every grade level to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

School Processes & Programs Strengths

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth.
- 100 % Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

Perceptions

Perceptions Summary

P. F. C. Mario Ybarra has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) Committee involves the stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students, teachers, parents, and our community.

School Processes & Programs Strengths

- Low teacher turnover rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

Perceptions Strengths

The faculty members at P.F. C. Mario Ybarra Elementary are committed to ensure community members and students are working towards academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education. Our campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. Our Parental Involvement liaison and At-Risk Attendance clerk both ensure that phone calls or home visits are taking place for excessive student absences. Administration works on building our school culture by celebrating employee successes. Teachers are rewarded and acknowledged for their attendance with one hour lunches and recognition over the morning announcements.

Perceptions Strengths

- Super Star Awards
- Meet the Teacher Nights
- America Goes Back to School Program
- Christmas Spectacular
- Leadership Day
- Week of Appreciation for Teachers,Administrative Assistants, Counselors, Nurses, and diagnosticians.
- Active Parental involvement center

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- 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 Spring 2018, the students will score an 80% or higher on the Social Studies CBA's.

Evaluation Data Source(s) 1: District Assessments

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips): *Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society	1	Campus Administrators Social Teachers Social Studies Strategist	Improved learning opportunities.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
Critical Success Factors CSF 1 2) Strategy 2: Effective Reading Strategies in Social Studies: Integrate the application of technology to promote a blended learning environment in social studies classrooms.	1	Campus Administrators Social Studies teachers Social Studies Strategist	Improved performance for all populations on CBAs and benchmarks.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

Critical Success Factors CSF 1 CSF 2 CSF 7 3) Strategy 3: Workshop and training for Social Studies Teacher	1, 3	Campus Administrators Social Studies teachers Social Studies Strategist	Improve performance in CBAs and benchmarks.				
	Funding Sources: State Comp Ed (SCE) - 0.00						

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

Performance Objective 2: 85% or more of Ybarra students will demonstrate a "Approaches" performance on the STAAR Science tests. A minimum of 25% will demonstrate a "Masters" level performance.

Evaluation Data Source(s) 2: Benchmarks & CBAs, Monitor Weekly lessons, STAAR results

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) Community and Higher Learning Science Center Partnership (Pre-K-12) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development *TSTC Challenger Learning Center professional development student facility tours and activities, including shuttle and space laboratory simulations, planetarium and Micronauts program *UTRGV Science Department Physics science mentor ship student program, teacher professional development, Mole Day chemicals and instructional planning *Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events	1, 2	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				
Critical Success Factors CSF 1 2) Foss Science Kit and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities	1	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				
Critical Success Factors CSF 1 3) Provide resources, support and additional staff development in Science opportunities for 5 grades K-5 to improve student performance.	1	Campus Administration Classroom Teachers Consultants	Improved performance for all populations on benchmarks and STAAR.				

4) Extended day and Saturday School will be provide for students in Science grades 3rd-5th.	1	Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.			

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

Performance Objective 3: By Spring 2018, there will be an increase in the number of students who score at the Approaches level on the Math STAAR assessment (85% or higher)

    Evaluation Data Source(s) 3: District Math Test & CBAs, Monitor Weekly lessons, Teacher Made Test & STAAR results

    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 1) Provide staff development opportunities to enhance content knowledge and effectively implement research based instructional strategies. *Region 1 * RGVCTM *Step Up to Math	1, 3	Campus Administration Math Teachers District Strategist	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
Critical Success Factors CSF 1 2) Utilize the use of Sharon Wells Math Progress with 3rd-5th grade students.	1	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
3) Attend PLC meetings that support math frameworks so that teachers will have all updates of curriculum and be able to implements strategies and activities successfully	1, 4	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
4) Utilize the following technology resources to access district curriculum components: Think Through Math, Reasoning Minds, MyOn, Brain Pop, Reflex Math, TEKS Resource System and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.	1, 9	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				

Critical Success Factors CSF 1 5) Students in 3rd to 5th grade will increase their math comprehension through use STAAR booklets such as but not limited to: Countdown to Math, Motivational Math, and STAAR Master		Administration Teachers Math Strategist	Formative Benchmarks and CBAs Summative STAAR Scores				
6) Extended day and Saturday School will be provide for students in Math grades 3rd-5th.		Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				

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

Performance Objective 4: By Spring 2018, there will be an increase in the number of students who score at the Approaches level on the Reading STAAR assessment (75% or higher). By Spring 2018, there will be an increase in the number of students who score at the Approaches level on the Writing STAAR assessment (70% or higher). By Spring 2018, there will be an increase in the number of students who are reading on level (K-2) on I.R.I. assessment (70% or higher).

Evaluation Data Source(s) 4:

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) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary	1	Campus Administrators Teachers	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
System Safeguard Strategy **Critical Success Factors** CSF 1 2) Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.		Campus Administrators Teachers Teacher Assistants	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
Critical Success Factors CSF 1 3) Staff development for teachers on implementation of aligned reading strategies and resources. MYON Istation IRI	1	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				

Critical Success Factors CSF 1 4) Provide extended day and Saturday school for Reading to students 3rd-5th.	1	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 5) Promote writing across all grade levels. What-a-Writer (4th grade) Writer of the Month (K-5th) Quick Write block time (K-5th) Writing Camp (4th grade)	1	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
6) Students in 3rd to 5th grade will increase their Reading/Writing comprehension through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading and Writing, and STAAR Master		Administration Teachers Math Strategist					

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

Performance Objective 5: At-Risk population will achieve 75% mastery on all STAAR test

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:
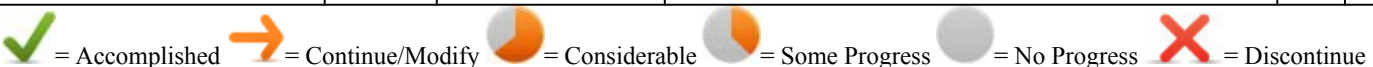
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a strong conflict resolution program that promotes positive relationships and student success.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administration Counselor Teachers	All students will be motivated to successfully complete high school and aggressively pursue a college degree.				
2) Create an anti-bullying environment by providing awareness programs for our students.	1	Administration Counselor Teachers	A school environment where students are comfortable, feel safe and can focus on learning.				
3) Counselor will devote 30% of time in the are of guidance curriculum through: -Classroom presentations -Leader in Me lessons -School wide programs and other special events -Career and college awareness activities	1, 2, 4, 8, 9, 10	Campus Administrators Teachers Counselors	All students will be motivated to become successful leaders in school and positive members of society and eventually complete high school and aggressively pursue a college degree.				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: By the end of the 2017-2018 school year, the percentage of ELL students who score at the approaches level on STAAR: Reading in 3rd grade will be at 70%, 4th grade will be 60% and 5th grade at 70%. STAAR Math Approaches Grade Level Scores will be at 3rd grade 85%, 4th grade at 75% and 5th grade at 75%. STAAR Writing Approaches Grade Level Scores will be for 4th grade at 60%. STAAR Science Approaches Grace Level will be at 85%.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.	1, 8, 10	Campus Administration Classroom Teacher Counselors	Increase in English language proficiency level of all ELLs and increase percentage in attainment of Advanced High TELPAS composite				
2) Implement model strategies to help LEP students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction		Campus Administrators Counselors	Establish strong academic vocabulary foundation for ELL success				
3) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting	1, 3, 4, 6, 8, 9, 10	Campus Administrators Teachers Counselors	Increase English language proficiency level of all ELLs and increase percentage of the Advanced High TELPAS composite				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: By May 2018, all identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Evaluation Data Source(s) 7: STAAR results, Benchmark and CBA results

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the Barton System intervention program with fidelity.	1, 8, 9, 10	Rachel Oviedo Campus Administrators Classroom Teacher	Reading and Writing Benchmarks and CBA's Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports Reading and Writing STAAR				
2) Implement accommodations to assist eligible students in reading and writing	1, 3, 8, 9, 10	Campus Administrators Rachel Oviedo General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
3) Implement staff development on instructional strategies to assist in reading and writing	1, 3, 4, 9, 10	Campus Administrators Dyslexia Teacher General Ed. Teacher	Benchmark scores Six Weeks' progress report Reading and Writing STAAR				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 8: All student populations will achieve 100% mastery "Approaches" on all STAAR and increase in both "Meets" and "Masters" performance.

Evaluation Data Source(s) 8: GT qualification tests, TAPR reports, Monitor Weekly lessons, STAAR results, Teacher evaluation of the QUEST program, Advanced Academics Academy, and activities specifically for Gifted and Talented students.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program.	1, 2	Campus Administrators Quest Teacher Teachers	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
Critical Success Factors CSF 1 2) Monitor to ensure 100% of the classroom teachers have received training in the Nature and Needs Assessment of gifted students.		Campus Administrators	All GT students will be serviced by teachers that are in compliance with the Texas State Plan.				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: By Spring 2018, migrant students will achieve 70% mastery on Reading and Math STAAR.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th. Provide tutoring in content areas during the school day(Make Mathematics Meaningful Project Smart) Other instructional Migrant Summer Program	1, 9	Campus Administrators TIM staff Teacher	Curriculum based assessment District Benchmarks STAAR Assessments				
Critical Success Factors CSF 1 2) All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments.	1, 10	Campus Administrators TIM staff Teachers	Curriculum based assessment District Benchmarks STAAR Assessments				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 10: The Fine Arts will increase student participation.

  Evaluation Data Source(s) 10:

  Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Students will compete and have high level of success in UIL.	1	Campus Administrators Teachers	Successful at competitions through individual and group performance.				
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 11: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

    Evaluation Data Source(s) 11: STAAR scores
    student grades
    Accelerated Reader statistics

    Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level.	1, 4	Campus Library Staff Teachers District Library Staff	Increased usage of library resources and digital media from staff and students. Increased engagement in reading and literacy.				
Critical Success Factors CSF 1 2) Maintain a positive reading environment where frequent and flexible access to library is encouraged. Provide engaging lessons and diverse reading selections so that students will become life-long readers through: Seasonal Book Displays Library Lessons Library Makerspace Book talks Special Contests/Events	1, 4	Campus Library Staff District Library Staff	Increase of well-rounded and diverse reading selections for all students. Increase in student library usage from low and reluctant readers. Increased library circulation.				

Critical Success Factors	1	Teachers	Increased usage of reading resources.				
CSF 1		Campus Library Staff	Student growth in reading and phonics levels.				
		District Library Staff	Students are meeting six weeks and yearly reading goals.				
3) Provide students and staff with electronic resources for reading.			Students are provided with unlimited amount of reading resources to be used at home and after school hours.				
			Journey to a Million (AR Board)				
Accelerated Reader			Increased MyOn usage through contests and certificates (Top MyOn Readers)				
Tumblebooks			Improve STAAR Scores				
MyOn							
Destiny							
Ebooks							
EPIC							
MackinVIA							
Region One-Library Database							
Critical Success Factors	1, 2	Campus Librarian	Improved STAAR Scores				
CSF 1 CSF 2 CSF 4 CSF 6		Campus Administration	High AR Word counts and points per student				
		Classroom Teachers	Increased vocabulary				
4) Student AR Word Counts will be showcased and announced at the campus level.			Increased MyON reading minutes read and books read				
Reward and recognize			Increased usage of EPIC Books and other Ebook resources.				
highest AR word counts for students in 1st - 5th grades for achievements in reading through:							
AR Six Weeks Celebrations							
Certificates							
Assemblies							
End-of-the Year Field Trip							
Critical Success Factors	1, 6	Campus Librarian	Increased interest and motivation in reading, writing, and across all subjects				
CSF 1		Campus Administration	Provide students with opportunities to become life-long readers				
		Classroom Teacher	Impact learning through opportunities promoting literacy				
5) Promote Reading with the use of events, such as:			Better STAAR Scores				
Book Fair-Scholastic							
National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week, and Author Visits							
Campus Literacy Night							
District Literacy Night							
Little Free Library							

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

Performance Objective 12: By Spring 2018,
1) increase by 10% the number of teachers implementing blended learning practices
2) 100% of students and staff employ safe, secure digital citizenship behaviors

    Evaluation Data Source(s) 12: Classroom walk-throughs
    Project Tomorrow Speak Up Survey
    Eduphoria: Sign-Ins/Survey
    Certificate of Certified Campus status from Common Sense Media
    Google Classroom

    Summative Evaluation 12:

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 4 CSF 7 1) Support at the teacher level with implementation of content/process/product material from the Innovative Teaching Day in August 2017 and all other technology initiatives.		Director of Instructional Technology Campus CTC	Increased student success. Increased knowledge and usage of blended learning practices. Establish blended learning mentoring relationships.				
Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 2) 100% of Ybarra students and staff will complete internet safety training using the common sense media curriculum or other approved alternatives.		Director of Instructional Technology 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.				
Critical Success Factors CSF 2 CSF 5 CSF 6 3) 100% of students and staff will participate in the Project Tomorrow Speak Up Survey. Increased participation from parents and community in this survey.		Director of Instructional Technology Campus CTC	Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facility.				
Critical Success Factors CSF 6 4) 100% of WISD provided devices will be safe and secure for stakeholder use.		Director of Instructional Technology Campus CTC	Computer viruses will be limited. Decreased inappropriate digital behaviors from staff and students.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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

Performance Objective 13: By May 2018, all identified sped students' STAAR scores will increase by 5% in Reading, Writing, Math, and Science.

    Evaluation Data Source(s) 13: STAAR results, Benchmark and CBA results

    Summative Evaluation 13:

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

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools.

    Evaluation Data Source(s) 1: Surveys and Parent Advisory Council

    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) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, and social media.	1, 4, 6, 8, 9, 10	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
Critical Success Factors CSF 5 2) Provide aligned parent trainings and resources on effective reading strategies, PASOS, and HEB Read 3	1, 4, 6, 8, 9, 10	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities.				
✔ = 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: Establish a network of community partners that will enhance the parental involvement program

      Evaluation Data Source(s) 1: Sign-In's Annual Health Fair and Volunteer 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) Ybarra Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)	6	Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activities				
✓ = 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: All students will be taught by highly qualified and state certified teachers through professional development opportunities.

Evaluation Data Source(s) 1: Eduphoria and sign-in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 2 CSF 4 1) Provide mentors and training for new teachers	3, 4	Campus Administrators Teachers	Mentor assignments Feedback				
2) Provide appropriate job-related training for personnel	3, 4	Campus Administrators Teachers	Mentor assignments Feedback				
Critical Success Factors CSF 2 CSF 7 3) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction	3, 4	Administration Teachers Language Arts Strategists Bilingual Director	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
✔ = Accomplished　➡ = Continue/Modify　◑ = Considerable　◔ = Some Progress　⚪ = No Progress　✖ = Discontinue							

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	1	Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary
1	4	2	Students in 3rd-5th grade will participate in Reading and Writing Camps to review skills needed for STAAR. A modified schedule will be designed in order to ensure the success of the camp.
1	4	5	Promote writing across all grade levels. What-a-Writer (4th grade) Writer of the Month (K-5th) Quick Write block time (K-5th) Writing Camp (4th grade)

State Compensatory

Budget for Mario Ybarra Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
164.11.6119.27.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$59,644.00
164.13.6119.00.117.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$72,168.00
164.11.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	$57,640.00
164.23.6129.00.117.8.30	6129 Salaries or Wages for Support Personnel	$30,212.00
164.11.6141.00.117.8.30	6141 Social Security/Medicare	$836.00
164.11.6141.27.117.8.30	6141 Social Security/Medicare	$865.00
164.13.6141.00.117.8.30	6141 Social Security/Medicare	$1,046.00
164.11.6142.00.117.8.30	6142 Group Health and Life Insurance	$17,337.00
164.11.6142.27.117.8.30	6142 Group Health and Life Insurance	$5,779.00
164.13.6142.00.117.8.30	6142 Group Health and Life Insurance	$5,779.00
164.23.6142.00.117.8.30	6142 Group Health and Life Insurance	$5,779.00
164.11.6143.00.117.8.30	6143 Workers' Compensation	$173.00
164.11.6143.27.117.8.30	6143 Workers' Compensation	$179.00
164.13.6143.00.117.8.30	6143 Workers' Compensation	$217.00
164.23.6143.00.117.8.30	6143 Workers' Compensation	$91.00
164.11.6145.00.117.8.30	6145 Unemployment Compensation	$52.00
164.11.6145.27.117.8.30	6145 Unemployment Compensation	$54.00
164.13.6145.00.117.8.30	6145 Unemployment Compensation	$65.00
164.23.6145.00.117.8.30	6145 Unemployment Compensation	$27.00
164.13.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	$1,624.00
164.23.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	$680.00

164.11.6146.00.117.8.30	6146 Teacher Retirement/TRS Care	$1,610.00
164.11.6146.27.117.8.30	6146 Teacher Retirement/TRS Care	$2,387.00
	6100 Subtotal:	**$264,244.00**
6200 Professional and Contracted Services		
164.13.6219.57.117.8.30	6219 Professional Services	$405.00
	6200 Subtotal:	**$405.00**
6300 Supplies and Services		
164.11.6399.00.117.8.30	6399 General Supplies	$18,750.00
	6300 Subtotal:	**$18,750.00**

Personnel for Mario Ybarra Elementary:

Name	Position	Program	FTE
Gregory Phillips	Instructional Aide	Mario Ybarra Elementary School	1
Idalia Pena Rios	Instructional Aide	Mario Ybarra Elementary School	1
Lorraine Garcia	At Risk Attendance Clerk	Mario Ybarra Elementary School	1
Marina Gonzalez	Campus Technology Coordinator	Mario Ybarra Elementary School	1
Nidia De Los Santos	Campus Instructional Facilitator	Mario Ybarra Elementary School	1
Vacancy	Instructional Aide	Mario Ybarra Elementary School	1

Campus Improvement Team

Committee Role	Name	Position
Reading/Science Interventionist	Rachel Oviedo	reading interventionist
Administrator	Nidia De Los Santos	CIF

Campus Funding Summary

State Comp Ed (SCE)

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