

Weslaco Independent School District
North Bridge Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Our mission at North Bridge Elementary is to inspire confident, creative, and responsible life-long learners.

Vision

North Bridge Elementary will empower students to be confident 21st Century Leaders in this evolving global market. Our students will develop into problem solvers, effective communicators, critical thinkers, collaborators, and innovators through real-world digital-age experiences in a safe and welcoming environment.

Comprehensive Needs Assessment

Demographics

Demographics Summary

North Bridge Elementary is located in Weslaco, Texas. It is one of ten elementary schools in Weslaco ISD. The campus is surrounded by government housing assistance apartments where some of our students reside. The student population at North Bridge Elementary is approximately 740 and serves students in grades PK through 5th. According to the PEIMS Data Review, our campus profile consists of: 97% Hispanic population, 76% At-Risk, 96% Economically Disadvantaged, and 41% Bilingual.

North Bridge Elementary involves our community leaders during special events such as Career Day, Literacy Night, Leadership Day, Fall Festival, Community Helpers Day, and SBDM committee meetings and other different school events.

The current staff at North Bridge Elementary is composed of 48 teachers, 3 campus administrators, 2 counselors, 3 professional support personnel, 4 non-classroom staff, and 13 educational aides.

Our student population is made up of 4 year olds to 11 year olds. Students are encouraged to participate in school functions to promote a positive school environment and become successful academically. As of today, all students participate in the Leader in Me leadership program, 17% in UIL, and 7% in the afterschool ACE program.

Demographics Strengths

At North Bridge Elementary:

- Attendance rate is 97.1%
- 52% of EL population showed growth on the TELPAS composite score
- 20% of 3rd - 5th students scored Masters GL Standard in Mathematics
- 31% of 3rd - 5th students scored Meets GL Standard in ELA/Reading
- 35% of 3rd - 5th students met the Domain 3 Meets GL Standard for All Subjects
- 75% classroom teachers are Bilingual Certified
- the 3 year old HEB program is hosted
- Students participate in extracurricular activities such as Student Clubs, Student Ambassador, Student Council, Robotics, and Academic UIL.
- Students are given the opportunity to interview and take leadership roles such as: Master of Ceremony, Greeter (Classroom and Campus), Culinary

Leader, News Anchor Team through the Leader in Me program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 11% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundational reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

Student Academic Achievement

Student Academic Achievement Summary

The table below shows the 2017-2018 STAAR's Approaches, Meets, and Master Performance Levels by grade level and subject assessed.

Students	All	Hispanic	Eco Dis	EL	SPED	GT
3rd Reading						
Approaches	67%	66%	64%	45%	43%	100%
Meets	33%	31%	33%	15%	14%	89%
Masters	14%	13%	13%	4%	0%	78%
3rd Mathematics						
Approaches	73%	74%	75%	67%	29%	100%
Meets	44%	41%	40%	21%	14%	100%
Masters	18%	17%	17%	4%	14%	78%
4th Reading						
Approaches	62%	59%	60%	52%	0%	100%
Meets	24%	22%	21%	9%	0%	70%
Masters	8%	8%	7%	0%	0%	60%
4th Mathematics						
Approaches	80%	79%	78%	72%	43%	100%
Meets	43%	41%	40%	28%	14%	100%
Masters	21%	21%	20%	11%	0%	90%
4th Writing						
Approaches	45%	44%	42%	29%	14%	100%
Meets	25%	25%	24%	2%	0%	90%
Masters	2%	2%	1%	0%	0%	20%
5th Reading						
Approaches	71%	70%	70%	67%	0%	100%
Meets	35%	34%	31%	23%	0%	86%

Masters	13%	13%	10%	2%	0%	86%
5th Math						
Approaches	90%	89%	89%	82%	50%	100%
Meets	52%	50%	50%	39%	17%	100%
Masters	24%	23%	21%	19%	17%	57%
5th Science						
Approaches	75%	73%	73%	52%	17%	100%
Meets	33%	31%	30%	17%	20%	86%
Masters	14%	13%	11%	8%	0%	57%

Student Academic Achievement Strengths

- North Bridge Elementary received a "C" Rating in our Texas Academic Performance Report in 2018.
- 21% of our 3rd - 5th graders scored a Masters GL Standard in Mathematics.
- 31% of our 3rd - 5th graders scored a Meets GL Standard in ELA/Reading.
- 33% of our 3rd - 5th graders scored a Meets GL Standard in Science.
- Currently, we are starting the 4th year of the Leader in Me process.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 11% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundational reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

School Processes & Programs

School Processes & Programs Summary

North Bridge Based Decision Making Committee. Prior to every school year, all staff meets to discuss our campus programs and its structure. During this Campus Needs Assessment Meeting, we discuss ways to improve our systems and make recommendations to address changes. We use historical and current data. Staff analyzes this data and provides constructive feedback with recommendations to our Site-Based Decision Making Committee.

Strategies: Our school follows varied reform strategies. Every six weeks, teachers and staff develop strategies to ensure all our students achieve Meets Grade Level Performance or Masters Grade Level Performance. These strategies are based on analyzed data into quintiles and disaggregated by subgroup. Strategies are first identified, implemented, and changed when needed to address each specific student's needs.

Highly Qualified Staff: North Bridge Elementary has a low teacher turnover rate. Teachers work together to build capacity in all content areas through the participation in Professional Learning Communities and Instructional Rounds. When new teachers are hired, a Teacher mentor works with novice teacher to ensure transition, teacher effectiveness and student success. Teachers are also given opportunities to attend staff development. Administration monitors effectiveness of teacher delivery of instruction through the use of walkthroughs, observations, and coaching with constructive feedback.

Recruitment: When hiring professional and para-professional staff, the hiring committee which consists of administrators, teachers, and para-professionals interview highly qualified staff as determined by our Human Resources department.

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events.

Positive Learning Environments: As students transition from grade level to grade level, or have never attended school such as with Pre-Kindergarten students, North Bridge staff works closely with parents to ensure a positive transition and the most effective school-home partnerships. This ensures students' affective filters are working together with their academic aspect to ensure success.

Closing the Gap: Students who are consistently having difficulty in approaching or mastering grade level content are monitored through Response to Intervention, LPAC committee recommendations, teacher intervention and assistance provided through extended day and tutoring.

School Processes & Programs Strengths

The following strength have been identified by North Bridge Elementary:

- Professional Development in the areas of Math, Reading, Science, and Writing continue to Research Based and Updated each year.
- Training on how to read and analyze the TEA- 2017 Distinction Designation Summary
- 100% Highly Qualified Staff
- 95% Bilingual Certified Teachers
- Each year our teacher are trained on RTI
- Support Staff and Elective Teacher make out tutoring program a strong one

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 11% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundation reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundation reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

Perceptions

Perceptions Summary

North Bridge Elementary supports and values maintaining a culture of continuous improvement in high-quality instruction, high-quality teacher and staff, positive culture, and implementing systems that are aligned to our mission and vision. Efforts to continue strengthening our campus in these areas motivate and reward our students for their accomplishments and life-long learning.

High-Quality Instruction- North Bridge Elementary's goal is to adopt researched-based programs that analyze data, so we may help our teachers and staff make quality choices of the type of instructional practices and strategies for their classrooms. We integrate programs that are aligned with state standards, including college and career readiness standards, such as Dr. Maggie Reading Program, SIPPS, NASA Workshops, and Sharon Wells' Math Workshops.

Positive Culture- North Bridge Elementary promotes a unified vision at our campus to ensure high expectations of all our learners, so they develop abilities and skills to be continuous leaders now and in their future. At North Bridge Elementary, we support and promote programs that will not only make our students well-rounded citizens but our staff good models of leadership. Such programs include: The Seven Habits Programs and Leader In Me. These two programs have helped us create the WIGs Committee, finding a Root Cause to our weaknesses and strengths.

High Quality Teacher and Staff- North Bridge Elementary plans and utilizes leadership teams that look into data and develop processes for hiring, supporting, and retaining staff to strengthen our vision which supports student growth and development. Our processes support feedback among the teachers and their administration. The Administration consistently provides their staff with feedback on their performance and offers development opportunities to improve class instruction. Feedback is provided with the use of the TTESS Walkthroughs, Yearly TTESS- Evaluations, and Forethought Planning. These researched-based programs work hand-in-hand with online programs that align their planning, meeting state expectations. Such programs are: SLO, Blended Learning, and TEKS Resource Systems.

Perceptions Strengths

At North Bridge Elementary, we are committed to continuously improving each year for our students' need of succeeding academically, socially and physically. We are geared to work together, modeling excellent skills with the use of research-based programs that are provided by the campus, district, and state.

As the staff at North Bridge Elementary model good skills for our students, we continue to improve on our attendance, discipline, and scores. Teachers are asked to monitor their students' attendance, report all tardies/ absences to our clerks, and call the child's parent/ caregiver. Other staff members who ensure our students attend school are our nurses and security guard with home visits.

Our WIG committee recognizes our staff's accomplishments by celebrating their successes during Faculty and Support Staff Meetings. The committee creates a welcoming environment for our parents and students. WIG also analyzes and monitors assessment scores, such as Benchmark, CBA, TELPAS, and State Assesemtns. At the end of the year, students and staff celebrate North Bridge Elementary accomplishments. Celebrations are done with Assemblies, Certificates, Parades, and Trophies. Staff accomplishments are celebrated with jean passes, hour lunches, and announcements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey 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 for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Goals

Revised/Approved: September 11, 2018

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.







Performance Objective 1: 80% of the students will demonstrate an "Approaches", 50% "Meets" and 22% "Masters" on the Science STAAR .

Evaluation Data Source(s) 1: Benchmarks, CBA's, Monitor Weekly lessons, STAAR results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Reinforce and improve Science vocabulary through Resources such as:</p> <p>FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science StemScopes Brain Pop MacKinvia.com</p>		<p>Science Strategist Campus Administration Campus CIF</p>	<p>Performance on Science Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: School Processes & Programs 1</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Incorporate the material resources and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to:</p> <p>Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes</p>		<p>Science Strategist Campus Administration Campus CIF</p>	<p>Performance on Science Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Students will be given the opportunity to compete with a Science Fair Project:</p> <p>Pre-K thru 2nd Grade - Campus Level Competition</p> <p>3rd thru 5th- District Level Competition</p> <p>Certificates Ribbons</p>		<p>Science Strategist Campus Administration Campus CIF</p>	<p>Performance on Science Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) 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 and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program. UTRGV Science Department Mole Day chemicals and instructional planning, Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Administration Science strategist Grade level Chair</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				
<p>Critical Success Factors CSF 1</p> <p>5) Extended day and Saturday School will be provide for students in 5th grade Science.</p>		<p>Administration Classroom Teachers</p>	<p>Improved performance for all populations on benchmarks and STAAR.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies. Build student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities</p>	2.4, 2.6	Science Strategist CIF Science Teacher	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>7) FOSS Science Kits and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles.</p>	2.4	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.</p>
School Processes & Programs
<p>Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.







Performance Objective 2: 80% of the students will demonstrate an "Approaches", 50% "Meets" and 22% "Masters" on the Math STAAR .

Evaluation Data Source(s) 2: District Math Test & CBAs, Monitor Weekly lessons, Teacher Made Test & STAAR results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to:</p> <p>Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.</p>		Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
	Problem Statements: Student Academic Achievement 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates McMaticians (McDonald's)</p>		Administration Teachers CIF Math Strategist	PFormative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
	Problem Statements: Perceptions 1						

<p>3) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.</p>		<p>Administration Teachers CIF Math Strategist</p>	<p>Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores Critical</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize the use of Sharon Wells Math Progress with 2nd-5th grade students</p>	<p>2.4, 2.5, 2.6</p>	<p>Math Strategist Campus Administration Math Teachers</p>	<p>Increased performance of students on assessment on assessments *District benchmarks *STAAR</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Extended day and Saturday School will be provide for students in Math grades 3rd-5th.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Classroom Teachers</p>	<p>Improved performance for all populations on benchmarks and STAAR</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Students in 3rd to 5th grade will increase their math comprehension through use STAAR Resources such as but not limited to: Countdown to Math, Motivational Math, Step Up to Math, Math Warm-Up, Fast Focus, Ultimate Math Workbook and STAAR Master</p>	<p>2.4, 2.5, 2.6</p>	<p>Administration Teachers</p>	<p>Math Strategist Formative Benchmarks and CBAs Summative STAAR Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: Utilize the following technology resources to access district curriculum components: Think Through Math, Reasoning Minds (K-2nd), Imagine Math, MyOn, Brain Pop, Reflex Math, Educational Galaxy, Moose Math, Envision Math Pearson, TEKS Resource System and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.</p>	<p>2.4, 2.5, 2.6</p>	<p>Math Strategist Campus Administration Math Teachers</p>	<p>Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <ul style="list-style-type: none"> * Differentiating Instruction *Math Tasks *Number/Math Talks 	2.4, 2.5	Campus Administration Math Strategist	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need</p> <ul style="list-style-type: none"> *Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth) Colorbands 	2.4, 2.6	Math Strategist Campus Administration	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.</p>
Perceptions
<p>Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.</p>

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 3: 80% of the students will demonstrate an "Approaches", 50% "Meets" and 22% "Masters" on the Reading STAAR .

Evaluation Data Source(s) 3: 2018 Reading STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie SIPPS Journeys Adopted Textbooks Mentoring Minds (Reading) Scholastic Readers</p>		<p>Teachers Campus CIF Campus Principal</p>	<p>Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Implement an AR Program for students 1st thru 5th grade. Field Trip Record Progress Biweekly AR celebrations</p>		<p>CTC Classroom Teachers Campus CIF</p>	<p>Student Product Lesson Plans TPRI TELPAS STAAR TEST</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives and general supplies such as:</p> <p>Stock Paper General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc.</p>		CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test				
Problem Statements: Student Academic Achievement 1 Funding Sources: State Comp Ed (SCE) - 1641.19							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading, and STAAR Master</p>		CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Participate in Spelling Bee</p> <p>Purchase rewards and ribbons</p>		Campus CIF Campus Principal	Student Product				
Problem Statements: Student Academic Achievement 1 Funding Sources: General Fund - 300.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>6) Plan and participate in events such as: District Literacy Night Campus Family Night</p>		Campus CIF Campus Principal	Sign Out Documentation Parent Sign In				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need *Curriculum Based Assessments *Benchmarks *Online Program-Istation *Colorbands</p>	2.4, 2.5	Reading Strategist Campus Administration Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>8) 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.</p>	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Provide staff development for teachers on implementation of aligned reading strategies and resources. MYON Istation Guided Reading- Benchmark Assessment IRI Writing Academy SIPPS</p>	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>10) Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading..</p>	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>11) Students in 3rd to 5th grade will increase their Reading comprehension through the use of STAAR resources such as but not limited to: Countdown to Reading, Motivational Reading , Kamico STAAR Connection for Reading and, Forde-Ferrier STAAR Reading, Scholastic Storyworks, STAAR Ready Reading and, Quill Org. Education , and STAAR Master.</p>	2.4, 2.6	Campus Administration Teachers ELAR Reading Strategist	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>12)) 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.</p>	2.4, 2.6	Campus Administrators Teachers	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

School Processes & Programs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Perceptions

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 4: 80% of the students will demonstrate an "Approaches", 40% "Meets" and 22% "Masters" on the Writing STAAR.

Evaluation Data Source(s) 4: District CBAs, Benchmarks, STAAR Writing Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) The Writing Academy: 4 day training. Teachers will learn new strategies that will assist in teaching, practicing, and reinforcing grammar objectives. Teachers will also receive training on expository writing techniques. Strategies will include a variety of differentiated strategies that will reach all learners with an emphasize on students who are at-risk of failing.</p>	2.4, 2.6	Principal CIF Teachers CIF will closely monitor teachers through observations in order to determine if stratgies taught are being used in class.	Students will have multiple learning opportunities which will positively impact comprehension. This will result in higher writing scores. Benchmarks and CBAs STAAR Scores				
<p>Critical Success Factors CSF 1</p> <p>2) Fourth Grade Students will participate in Writing camps to enhance their grammar and editing techniques that will be applied on the STAAR test.</p>		Administration Teachers	Increased STAAR scores in 4th Grade Writing				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>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 Writing Academy . The implementation of "What a Writer" for 4th grade students and Author of the Month for PreK-5th.</p>		Administration Teachers	Writing in TELPAS and STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Students in 3rd to 5th grade will increase their Writing comprehension through the use of STAAR resources such as but not limited to: Motivational Writing, Kamico STAAR Connection Writing, Forde-Ferrier STAAR Writing, STAAR Ready Writing.</p>	2.4, 2.6						
<p align="center">Critical Success Factors CSF 1</p> <p>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)</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>6) 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)</p>		Administration Teachers	Improved Scores in CBAs, Benchamarks, and STAAR Writing.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading..</p>	2.4, 2.5, 2.6						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 5: 90% of all identified gifted and talented students will score at Masters Grade level in at least 2 content areas of STAAR.

Evaluation Data Source(s) 5: CBA's , Benchmarks, 2019 STAAR Assessment in all Subject Areas

Summative Evaluation 5:

Strategy Description	ELEMENTS	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) General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.		Administration Teachers	Masters level in at least 2 areas. Improved STAAR, CCRS				
Problem Statements: Perceptions 1							

Performance Objective 5 Problem Statements:


Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 6: By the end of the 2018-2019 school year, the percentage of EL students who score at the approaches level on STAAR Reading will be 60% and 50% in Writing.

Evaluation Data Source(s) 6: 2018-2019 CBA's, Benchmarks, Writing and Reading STAAR Scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques		Administration Teachers	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.		Campus Administration Classroom Teacher Counselors	Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite				
	Problem Statements: Perceptions 1						
							

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 7: 50% or more of 3rd - 5th Grade Special Education North Bridge students will demonstrate an "Approaches" performance on the STAAR.

Evaluation Data Source(s) 7: 2018-2019 CBAs, Benchmarks, STAAR Data

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -Liag Training -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System</p>		Administration Teachers	Improvement in overall content area assessment				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.</p>		Sp Ed. Department/ Strategist Campus Administration Teachers	Improvement in overall content area assessment				
Problem Statements: Perceptions 1							

Performance Objective 7 Problem Statements:

School Processes & Programs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Perceptions

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 8: North Bridge Elementary students will participate in the supplemental instructional activities and support services as required by Title 1, Part C Migrant Education Program(MEP).

Evaluation Data Source(s) 8: PBMAS Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) All Migrant students will utilize programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now</p>		Administration Teachers Migrant Aide	Improved assessment results				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1</p> <p>2) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade</p>		Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				
Problem Statements: Student Academic Achievement 1							

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.
Perceptions

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 9: 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) 9: Istation
2019 Reading STAAR

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1)) Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with:</p> <ul style="list-style-type: none"> *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources 		<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <ul style="list-style-type: none"> *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation 				
				Problem Statements: Perceptions 1			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2)) Provide students and staff with electronic resources for reading.</p> <p>Accelerated Reader Tumblebooks MyOn Destiny Ebooks EPIC MackinVIA Region One-Library Database</p>		<p>Teachers Campus Library Staff District Library Staff</p>	<p>Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with unlimited amount of reading resources to be used at home and after school hours. (AR Board) Increased MyOn usage through contests and certificates (Top MyOn Readers) Improve STAAR Scores.</p>				
				Problem Statements: Student Academic Achievement 1			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through:</p> <p>AR Six Weeks Celebrations Bulletin Showcase of Students Certificates Assemblies Field Trips</p>		<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Perceptions 1</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as:</p> <p>Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources</p>		<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Promote Reading with the use of events, such as: Seasonal and National Literacy Celebrations 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</p>		<p>Campus Librarian Campus Administration Classroom Teacher</p>	<p>Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 9 Problem Statements:

Student Academic Achievement

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Perceptions


Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 10: All students will be given the opportunity to participate in Fine Arts clubs such as Dance Team and Art Club.

Evaluation Data Source(s) 10: Performances and Competitions.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.		Administration Fine 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.				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 2) Students will participate in the Art Club K-5th		Campus Administration Art Teacher	Successful at competitions through individual and group performance.				
	Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) Students will compete and have high level of success in UIL.		Campus Administrators Teachers	Successful at competitions through individual and group performance.				
	Problem Statements: Student Academic Achievement 1						
							

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.
Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 11: By Spring 2019, attendance will improve to 98% perfect attendance of our student population and staff attendance will also improve by 10%.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of:</p> <p>Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips</p>		Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
				Problem Statements: Perceptions 1			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve:</p> <p>Call home to parents Send Letter Home Conference with teacher Conference with counselor</p>		Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
				Problem Statements: Demographics 1			

<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Reward and recognize Perfect Attendance students for their achievements through:</p> <p>Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn</p>	Attendance Clerk	Performance on Math and Reading Assessment:				
	Campus Administration Campus CIF		*Curriculum Based Assessment *District Benchmarks *STAAR Assessments			
Problem Statements: Perceptions 1						

Performance Objective 11 Problem Statements:







Demographics
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.
Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 12: During the 2018- 2019 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Source(s) 12: Fitness Gram

Summative Evaluation 12:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>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</p>		Principal CIF Physical Education Teacher	<p>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</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 1: North Bridge Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Evaluation Data Source(s) 1: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) North Bridge staff will be provided with professional training on campus computer software programs, blended learning, edpuzzle, Google Apps and integration of technology in their daily lessons</p>		Administration CTC	Sign in sheets T-Tess Domains increased from previous year				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1</p> <p>2) Students in Pre-kinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminators, scanners, and mounted projectors.</p>		Administration Teacher CTC	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1</p> <p>3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, ELMO/projectors and toner for printers</p>		Administration CTC Teacher					
Problem Statements: Perceptions 1							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 2: 100% of North Bridge Elementary students and staff will complete Internet Safety training using the Common Sense Media

Evaluation Data Source(s) 2: Completion of required lessons and certificates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Teachers and CTC will complete lessons in order to ensure students are well informed and understand what Common Sense Media is.</p>		Principal CTC Teachers CIF					
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Provide Training for Security Guard on Security Camera System, such as: Spiked Company Monitor with use of cameras Zoom In/Out Print Off the Camera System</p>		Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Security Guard monitors camera system as needed: Intruders Monitors drop off/ pick off areas Inside Campus Activities Outside Campus Activities Locating students/ staff Investigations when needed</p>		Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
							

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 3: Nursing Staff, Security Guard and Special Ed. personnel will be train in CPR/AED/First Aid/CPI.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.		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				
Problem Statements: Student Academic Achievement 1							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 4: North Bridge Elementary will have an Evacuation/ Lock Down Plan in place to ensure the safety of !00% of our students, staff, and visitors when crises arises.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Entire campus will practice various drills in case of an emergency arises, such as: Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow		Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 1 CSF 6 2) Safety Plans are placed at the entrance of each classroom and doors: Evacuation Plan Map of the Entire Campus with Exit guide Crisis Drills Code		Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
	Problem Statements: Perceptions 1 Funding Sources: General Fund - 1714.28						
							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 2: ENGAGING LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich and inviting environments district-wide that promote high performance.

Performance Objective 5: North Bridge will have a supportive environment that is safe, and drug free to maximize students' personal and academic achievement.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week Drop Out Prevention Attendance Clerk Dyslexia Program 504 Program RTI Career Day ACE After School Program Clubs- Robotic, Spelling Bee, UIL Leader In Me</p>		<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
				Problem Statements: Student Academic Achievement 1			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) The students will have lessons about the negative effects of substance abuse/violence with the use of: Red Ribbon Week Just Say No To Week</p>		<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
				Problem Statements: Student Academic Achievement 1			



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnerships-Exceptional community service, open communication and positive collaboration for student success.

Performance Objective 1: North Bridge Elementary will 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)		Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activitie				
	Problem Statements: Perceptions 1						
Critical Success Factors CSF 5 CSF 6 2) Provide parents trainings and resources on topics that will assist them on how help their children at home with academics and social skills, such as: HEB Reading 3 Program PASOS- Home Skills Bullying and Drug Prevention The Leader In Me Mental Health Awareness		Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
	Problem Statements: Demographics 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.
Perceptions

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY Partnerships-Exceptional community service, open communication and positive collaboration for student success.

Performance Objective 2: Student celebrations will take place at the end of the six weeks. We will celebrate through "North STAR Awards", Attendance, and End of the Year Ceremonies.

Evaluation Data Source(s) 2: Attendance records, grades, and teacher input

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) North-STAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Sign In Sheets Volunteer List Back Ground Check				
	Problem Statements: School Processes & Programs 1						
Critical Success Factors CSF 5 2) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Sign In Sheets Volunteer List Back Ground Check				
	Problem Statements: Student Academic Achievement 1						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.
School Processes & Programs

Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause 1:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High quality, researched -based training development and support for all employees.

Performance Objective 1: Improve instruction for all students including ELL, special education, at-risk, migrant and economically disadvantaged.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) 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</p>		<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>	<p>Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.</p>		<p>Administration Teachers District Content Strategists</p>	<p>Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings</p>				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.</p>	Administration	Teachers				
	Teachers CTC	District Content Strategists				
Problem Statements: Student Academic Achievement 1		Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings				

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 2% of 4th grade students received a "Masters Grade Level" on STAAR Writing. Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reinforce and improve Science vocabulary through Resources such as: FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science StemScopes Brain Pop MacKinvia.com
1	1	2	Incorporate the material resources and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, dropp-ers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes
1	1	3	Students will be given the opportunity to compete with a Science Fair Project: Pre-K thru 2nd Grade - Campus Level Competition 3rd thru 5th- District Level Competition Certificates Ribbons
1	2	1	Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.
1	2	2	Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates McMaticians (Mcdonald's)
1	3	1	Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie SIPPS Journeys Adopted Textbooks Mentoring Minds (Reading) Scholastic Readers
1	3	3	Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc.
1	3	4	Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR booklets such as but not limited to: Countdown to Reading, Motivational Reading, and STAAR Master
1	3	5	Participate in Spelling Bee Purchase rewards and ribbons
1	3	6	Plan and particitpate in events such as: District Literacy Night Campus Family Night
1	5	1	General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.
1	6	1	Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques
1	6	2	Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.

Goal	Objective	Strategy	Description
1	7	1	All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -Liag Training -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System
1	7	2	Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.
1	8	1	All Migrant students will utilize programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now
1	8	2	The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade
1	9	1) Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with: *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources
1	9	2) Provide students and staff with electronic resources for reading. Accelerated Reader Tumblebooks MyOn Destiny Ebooks EPIC MackinVIA Region One-Library Database
1	9	3	Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through: AR Six Weeks Celebrations Bulletin Showcase of Students Certificates Assemblies Field Trips
1	9	4	Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources
1	9	5	Promote Reading with the use of events, such as: Seasonal and National Literacy Celebrations 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
1	10	1	The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.
1	10	2	Students will participate in the Art Club K-5th
1	10	3	Students will compete and have high level of success in UIL.
1	11	1	The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips
1	11	2	The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: Call home to parents Send Letter Home Conference with teacher Conference with counselor
1	11	3	Reward and recognize Perfect Attendance students for their achievements through: Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn

Goal	Objective	Strategy	Description
4	1	1	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
4	1	2	Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.
4	1	3	Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.

State Compensatory

Budget for North Bridge Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,400.00
164.11.6119.27.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$84,122.00
164.13.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,949.00
164.11.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6129.00.112.8.34	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.12.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,077.00
164.23.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,601.00
164.33.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$25,008.00
164.11.6141.00.112.8.30	6141 Social Security/Medicare	\$832.00
164.11.6141.00.112.8.34	6141 Social Security/Medicare	\$263.00
164.11.6141.27.112.8.30	6141 Social Security/Medicare	\$3.00
164.12.6141.00.112.8.30	6141 Social Security/Medicare	\$277.00
164.13.6141.00.112.8.30	6141 Social Security/Medicare	\$1,101.00
164.23.6141.00.112.8.30	6141 Social Security/Medicare	\$284.00
164.33.6141.00.112.8.30	6141 Social Security/Medicare	\$363.00
164.23.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.112.8.30	6142 Group Health and Life Insurance	\$3,853.00
164.11.6142.00.112.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00

164.11.6143.00.112.8.30	6143 Workers' Compensation	\$171.00
164.11.6143.00.112.8.34	6143 Workers' Compensation	\$54.00
164.11.6143.27.112.8.30	6143 Workers' Compensation	\$253.00
164.12.6143.00.112.8.30	6143 Workers' Compensation	\$57.00
164.13.6143.00.112.8.30	6143 Workers' Compensation	\$228.00
164.23.6143.00.112.8.30	6143 Workers' Compensation	\$59.00
164.33.6143.00.112.8.30	6143 Workers' Compensation	\$75.00
164.11.6145.00.112.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.112.8.34	6145 Unemployment Compensation	\$16.00
164.11.6145.27.112.8.30	6145 Unemployment Compensation	\$76.00
164.12.6145.00.112.8.30	6145 Unemployment Compensation	\$17.00
164.13.6145.00.112.8.30	6145 Unemployment Compensation	\$68.00
164.23.6145.00.112.8.30	6145 Unemployment Compensation	\$18.00
164.33.6145.00.112.8.30	6145 Unemployment Compensation	\$23.00
164.11.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,534.00
164.11.6146.00.112.8.34	6146 Teacher Retirement/TRS Care	\$408.00
164.11.6146.27.112.8.30	6146 Teacher Retirement/TRS Care	\$3,552.00
164.12.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$429.00
164.13.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,709.00
164.23.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$441.00
164.33.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$813.00
6100 Subtotal:		\$380,270.00
6200 Professional and Contracted Services		
164.13.6219.57.112.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		

164.11.6399.00.112.8.30	6399 General Supplies	\$18,750.00
		6300 Subtotal: \$18,750.00

Personnel for North Bridge Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Alton	Instructional Aide	North Bridge Elementary School	1
Dr. Mercedes Yanez	Campus Instructional Facilitator	North Bridge Elementary School	1
Gina Gonzalez	Instructional Aide (Pre-K)	North Bridge Elementary School	1
Jacqueline Garcia	At Risk Attendance Clerk	North Bridge Elementary School	1
Juanita Cardoza	Reading Interventionist Teacher	North Bridge Elementary School	1
Julie Meza	LVN	North Bridge Elementary School	1
Lori Shontz	Campus Technology Coordinator	North Bridge Elementary School	1
Melissa Diaz	STAAR Teacher	North Bridge Elementary School	1
Priscilla Mariscal	Media Aide	North Bridge Elementary School	1