

**Weslaco Independent School District**  
**Dr. R.E. Margo Elementary**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

As future leaders of school and community, students will be provided a win-win environment to synergize as a learning community and become successful citizens.

## Vision

At Dr. R. E. Margo Elementary we will provide opportunities for students to become 21st Century Learners, Leaders, and Innovators.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dr. R. E. Margo Elementary is located 5 miles north of the Mexican Boarder in Weslaco, TX. Weslaco has a population of 39, 029 of those individual 20% are foreign born. The community is predominately biliterate and biculture. The median annual income is \$36, 157 which is far less than comparable communities in Texas.

Currently Margo has a population of 968 students of which 99% are Hispanic and 1% are white. Of those students 89% are Economically Disadvantaged and 71% are At-Risk. Other demograpic information inculdes 27.2% English Language Learners, 10% Special Education, 3.5% Gifted and Talented and 2% Migrant.

Our school has a total of a 83.2 Staff members of which 16.5 are paraprofessionals, 56.1 are teachers, 9.7 are Professioal support and 1 campus Administrator. Most of the teachers at our campus are veteran teachers we have 1 beginning teacher, 7 teachers with 1-5 years of experience, 3 teachers with 6-10 years of experience, 16.2 teachers with 11-20 years of experience and 28.9 teachers with over 20 years of experience.

Our school is a TEA "B" rated school with 1 Distinctions in the area of Science with a 97.3% attendance rate.

### Demographics Strengths

- Attendance rate for the 2018-2019 school year was at 97.3%
- teacher turnover is almost non existint, average years of experience at campus is 19.1
- 85% of teachers have 10 or more years of classroom experience
- campus leadership team has a combined 82 years of education experience
- 63% of classroom teachers are Bilingual certified
- 1 Distinctions earned on the Spring 2019 STAAR Assessment Science

- 89% of indicators met on Closing the Gaps
- 403 points earned of 538 0possible points in Academic Growth on STAAR Test
- 86% of all test at apporaches Grade Level or Above
- 46% or above English Language Proficiency Status met

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

**Problem Statement 1:** : 88% of our school population is economically disadvantaged and 63% are At-Risk therefore there is a high need for improvement in all core content areas. **Root Cause:** Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency).

# Student Academic Achievement

## Student Academic Achievement Summary

Dr. R. E. Margo Elementary is a TEA "B" rated school. 86% of our student in 3rd-5th scored at Approaches or higher. 46% or higher of ELL students met the ELP Target on TELPAS.

## STAAR Summary Data

| STAAR                   | All Students | ED  | Hispanic | LEP | SE  |  |  |
|-------------------------|--------------|-----|----------|-----|-----|--|--|
| 3 <sup>rd</sup> Reading | 80%          | 79% |          | 81% | 43% |  |  |
| 3 <sup>rd</sup> Math    | 89%          | 88% |          | 88% | 71% |  |  |
| 4 <sup>th</sup> Reading | 83%          | 83% |          | 67% | 50% |  |  |
| 4 <sup>th</sup> Writing | 78%          | 73% |          | 63% | 50% |  |  |
| 4 <sup>th</sup> Math    | 85%          | 83% |          | 73% | 40% |  |  |
| 5 <sup>th</sup> Reading | 92%          | 90% |          | 92% | 54% |  |  |
| 5 <sup>th</sup> Math    | 96%          | 95% |          | 92% | 85% |  |  |
| 5 <sup>th</sup> Science | 87%          | 85% |          | 86% | 46% |  |  |

## Student Academic Achievement Strengths

- 5th grade SSI of the 155 students who tested six of those did not pass either math or reading as required by the state of Texas for promotion
- 3rd and 5th grade EL's are performing above all students on Reading and Math STAAR
- 85% of 5th grade and 71% of 3rd grade Special Ed students passed STAAR Math
- 70% or higher Eco Dis. students are passing STAAR in all contents

# School Processes & Programs

## School Processes & Programs Summary

Dr. R. E. Margo employs a hiring committee comprised of administrators, counselors, support staff and grade level teachers. This committee is firm on hiring staff who is highly qualified and keen on accepting the school vision and mission.

The new Instructional Technology Coach will be providing coaching for teachers and will also share best practices.

PLC's to plan purposefully and target specific needs of students in order to differentiate instruction

We meet to review and analyze student benchmark DATA, Istation Lexile levels, IRI reading levels, Imagine Math Quintile levels in order to drive instruction. Focus on where students have not done as well and discuss best practices to help improve in that area.

Administrative staff coaches teachers and provide feedback to help them improve their craft.

## School Processes & Programs Strengths

- Low teacher turnover

- GT Trained Teachers

- Bilingual Certified Teachers

- PLC's

- Strong and committed parental involvement program

- Strong and committed librarian and library staff that help in the promotion of the district and campus goal of improving reading skills through reading challenges like AR

- Student committees that promote heritage, recycling, music and leadership

- Monthly staff meetings to discuss and inform staff on event, activities, data and expectations for that month.

- Weekly news letter to communicate weekly campus activities and expectations

- Monthly calendar to communicate monthly activities for both staff and parents
- Instructional Rounds
- Implementations with fidelity SIPPS and Guided Reading to target KG-2nd
-



# Perceptions

## Perceptions Summary

Dr. R. E. Margo Elementary is a Leader in Me School which prides itself in educating our students not only in academia but in citizenship. Our students are taught the 7 Habits of highly effective individuals in hopes that they will use them to make decisions that will affect their schooling and personal lives in positive ways.

Our SBDM committee meets once monthly to discuss concerns tied to curriculum and such.

Each grade level has a parental grade level meeting in order to inform parents of expectations and other pertinent information that affects their children.

Teachers meet with parents on an individual basis to discuss expectations, Parent, Teacher, Student Compact, progress and attendance.

We are involved in many community programs such as the Giving Tree, Ronald McDonald House, Vannie E. Cook Foundation, and we have a Veteran's Program to honor those who serve our country.

Coffee-Conversation-Community with Superintendent of Schools

## Perceptions Strengths

- Meet the Teacher Night

- Tech Night

- Literacy Night

- America Goes Back to School/Leadership Rally

- Veteran's Day Program

- Staff Picnic

- Career Day

- The Giving Tree

- College Quarter Wednesdays
- Vannie E. Cook Foundation
- Parent Engagement Workshops
- Nutrition Classes
- MANOS Program
- HEB Read
- WEHHS Practicum in Education and Training
- Community relationship with the retirement community (Winter Texans)
- Jump Rope for Heart
- Ronald McDonald House (Pull Tab Collection)
- Recognize all birthdays via announcements, with pencils and a birthday crown.
- Very active parental engagement program

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

**Problem Statement 1:** There is a need for a peer mentoring program to assist students with discipline, academics and attendance. **Root Cause:** There is a high number of At-Risk students and not enough staff to mentor each student effectively.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

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

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

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

**Parent/Community Data**

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

# Goals





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

### Performance Objective 1:

At the end of the 2019-2020 school year, there will be a 10% increase from last year on the social studies end of year benchmark

**Evaluation Data Source(s) 1:** Lesson plans  
benchmarks  
informal assessment

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|-------------------------------------|--|-----------|-----|-----|-----------|
|  |          |                                     |  | Formative |     |     | Summative |
|  |          |                                     |  | Nov       | Jan | Mar | June      |
| 1) The students will be provided effective reading strategies using state adopted social studies materials in KG-5.  | 2.4, 2.5 | Administrative<br>Staff<br>Teachers | Improved reading scores<br>Improved benchmark results<br>Improved STAAR scores |           |     |     |           |
| <b>Funding Sources:</b> General Fund - 0.00  |          |                                     |  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 2:** By Spring 2020 the number of students who scored at Meets on the Science STAAR Assessment will increase from 62% to 70%.

KG-5th will increase 10% on the End of Year Benchmark.

**Evaluation Data Source(s) 2:** STAAR DATA  
Color Band DATA

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS      | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|-------------------------------------|--|-----------|-----|-----|-----------|
|  |               |                                     |  | Formative |     |     | Summative |
|  |               |                                     |  | Nov       | Jan | Mar | June      |
| 1) The students will be provided the opportunity to explore science concepts and processes through hand on experiences, investigations, laboratory experiments and lecture.<br>-FOSS<br>-State Adopted Curriculum<br>-Stemscope<br>-TEKS Resources<br>-Education Galaxy  | 2.4, 2.5, 2.6 | Administrative<br>Staff<br>Teachers | Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results |           |     |     |           |
| 2) Students struggling with science objectives will attend Extended Day/Saturday Science camps.  | 2.4, 2.5, 2.6 | Administrators                      | Improved scores on CBA's , benchmarks and STAAR                              |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 3:** By Spring 2020 the percentage of students who score at the Approaches Level on the Mathematics STAAR Assessment will increase from 90% to 95%.

The percentage of all students who take the 2020 end of year mathematics benchmark will increase by 5% from the prior year.

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





Benchmark DATA

Color Band DATA

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS           | Monitor                                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--------------------|--|--|-----------|-----|-----|-----------|
|   |                    |  |  | Formative |     |     | Summative |
|   |                    |  |  | Nov       | Jan | Mar | June      |
| 1) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment.  | 2.4, 2.5, 2.6      | Administrative Staff<br>Math Strategiest | Improved mathematics, science and reading skills<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results |           |     |     |           |
| 2) Integrate the application of technology to promote a blended learning environment.<br><br>-Imagine Math<br>-Reflex Math<br>-Envision Math (Pearson)<br>-Prodigy  | 2.4, 2.5, 2.6, 3.2 | Administrative Staff<br>Math Strategiest | Improved individual student knowledge<br>CBA<br>Benchmarks<br>Classwork<br>STAAR   |           |     |     |           |
| 3) Incorporate math process standards including problem solving strategies to strengthen students oral and written communication.<br><br>-Sharon Wells<br>-TRS Performance Assessments<br>-Math Warm Ups<br>-Imagine Math | 2.4, 2.5, 2.6      | Administrative Staff<br>Math Strategiest | Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results   |           |     |     |           |
| 4) Students struggling in mathematics will receive additional tutoring during Extended Day/Saturday Camps.  | 2.4, 2.5, 2.6      | Administrators                           | Improved mathematics scores on benchmarks, CBA's and STAAR   |           |     |     |           |



| Strategy Description  | ELEMENTS      | Monitor                            | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|------------------------------------|--|-----------|-----|-----|-----------|
|   |               |                                    |  | Formative |     |     | Summative |
|   |               |                                    |  | Nov       | Jan | Mar | June      |
| 5) 5) Tutoring provided during class time by paraprofessionals.   | 2.4, 2.5, 2.6 | Tutoring Logs<br>Admin<br>Teachers | Improved math concept acquisition<br>Improved benchmarks<br>Improved STAAR Results |           |     |     |           |
| <div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div> |               |                                    |  |           |     |     |           |

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

**Performance Objective 4:** By Spring 2020, the percentage of students who score at the Approaches level on the STAAR Reading assessment will increase from 85% to 90%.

By Spring 2020, the percentage of students who score at the Approaches level on the STAAR Writing assessment will increase from 78% to 80%.

By the end of the 2020 school year the percentage of students reading at grade level will increase by 50% to 75% in KG-2nd.

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





Istation

IRI's

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Nov       | Jan | Mar | June      |
| 1) In KG-Grade 5 teachers will implement a balance literacy program:<br><br>-5 components of reading<br>-read aloud<br>-shared reading<br>-guided reading<br>-independent reading<br>-writing<br>-grammar mechanics<br>-spelling<br>-handwriting<br>-SIPPS | 2.4, 2.5, 2.6 | Administrative Staff<br>Language Arts Strategiest | Improved reading skills<br>Improved writing skills<br>Improved grammar skills<br>Improved Istation Scores<br>Improved time and books read on AR and EPIC<br>Improved penmanship<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR |           |     |     |           |

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|---|--|-----------|-----|-----|-----------|
|   |               |   |  | Formative |     |     | Summative |
|   |               |   |  | Nov       | Jan | Mar | June      |
| 2) Improve reading fluency using the following programs and strategies:<br><br>-independent reading<br>-AR<br>-Istation<br>-High Frequency words/phrases<br>-Readers Theater<br>-Classroom libraries<br>-Magazines<br>-Periodicals<br>-Computer programs<br>-A-Z leveled Readers<br>-SIPPS<br>-Education Galaxy<br>-RAZZ Kids<br>-Scholastic Book Room<br>-Story Works<br>-Read Works | 2.4, 2.5, 2.6 | Administrative Staff<br>Language Arts Strategist                            | Improved overall reading levels<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR |           |     |     |           |
| 3) Implement an organizational framework for teaching writing.<br><br>-Write across the curriculum<br>-Reading and Writing Connections through the Write Time for Kids<br>-TEKS Resource System<br>-Consumables<br>-Writing Academy<br>-Quick Writes<br>-Education Galaxy<br>-Learning Farm   | 2.4, 2.5, 2.6 | Administrative Staff<br>Language Arts Strategist<br>Six Weeks Writing CBA's | Improved writing skills<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR         |           |     |     |           |
| 4) Struggling students will be provided tutoring for reading and writing during Extended Day/Saturday Camps.  | 2.4, 2.5, 2.6 | Administrators<br>Tutoring Logs   | Improved scores on CBA's, benchmarks and STAAR   |           |     |     |           |

| Strategy Description  | ELEMENTS           | Monitor                           | Strategy's Expected Result/Impact          | Reviews   |     |     |           |
|---|--------------------|-----------------------------------|--|-----------|-----|-----|-----------|
|   |                    |                                   |  | Formative |     |     | Summative |
|   |                    |                                   |  | Nov       | Jan | Mar | June      |
| 5) Implement the use of web based programs such as:<br><br>-Study Island<br>-Learning Farm<br>-Istation<br>-AR<br>-Waterford<br>-Starfall<br>-Education Galaxy<br>-RAZZ Kids<br>-Learning A-Z   | 2.4, 2.5, 2.6, 3.2 | Administrators<br>Teachers<br>CTC | Overall improvement in reading and writing |           |     |     |           |
| <div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div> |                    |                                   |  |           |     |     |           |

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

**Performance Objective 5:**

All students will be provided with a high a quality education through effective programs to complete elementary school and be prepared to be successful in middle school and high school.

By the end of 2019-2020 school year increase college readiness by at least 5% and minimize gap between sub populations to less than 5%.

**Evaluation Data Source(s) 5:** Post-secondary readiness and closing the performance gap on STAAR and benchmark data.

**Summative Evaluation 5:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|--|---|-----------|-----|-----|-----------|
|   |               |  |   | Formative |     |     | Summative |
|   |               |  |   | Nov       | Jan | Mar | June      |
| 1) Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment.<br><br>-Red Ribbon Week<br>-Just Say NO<br>-Leader In Me | 2.4, 2.5, 2.6 | Administrative Staff<br>District Staff<br>Teachers<br>Counselors | Students will understand that their lives are important and drugs do not have a place for them.<br>Improved character and choice making.                          |           |     |     |           |
| 2) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.   |               | District Staff<br>Campus Staff<br>Teacher<br>Counselor           | Students will have the capacity to make decisions that are based on effective leadership. They will be able to get along and communicate feelings to one another. |           |     |     |           |
| 3) Implement a strong conflict resolution program that promotes positive relationships and student success.<br><br>-Leader In Me<br>-Restorative Discipline<br>-Counseling Classes                                  | 2.5, 2.6      | Administrative Staff<br>District Staff<br>Teachers<br>Counselors | Students will be equipped with the skills needed to make effective decisions  |           |     |     |           |
| 4) Will increase College and Career Readiness by at least 5% by closely monitoring students and providing Response to Intervention for all students.  | 2.4, 2.5, 2.6 | Administrative Staff<br>Teachers<br>Counselors<br>Parents        | Improved CBA results<br>Improved Benchmark results<br>Improved STAAR CCRS<br>Overall improvement in understanding Level 3 questions                               |           |     |     |           |





| Strategy Description   | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
|  |          |         |                                   | Formative |     |     | Summative |
|  |          |         |                                   | Nov       | Jan | Mar | June      |
| <div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div> |          |         |                                   |           |     |     |           |

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

**Performance Objective 6:** By Spring 2020, the percentage of ELL students who score at the Approaches level on the STAAR reading assessment will increase from 82% to 85%; in writing, the percentage of ELL students who score at the Approaches level will increase from 63% to 65%.

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

**Summative Evaluation 6:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|---|---|-----------|-----|-----|-----------|
|  |               |   |   | Formative |     |     | Summative |
|  |               |   |   | Nov       | Jan | Mar | June      |
| 1) Provide a 15 minute independent reading time where students select a book of their choice. Teachers will conference with students as they walk around checking for fluency and comprehension.   | 2.4, 2.5, 2.6 | Teachers<br>Administrators<br>Counselors<br>Librarian             | Reading fluency and comprehension of text will be improved.   |           |     |     |           |
| <b>Funding Sources:</b> General Fund - 0.00  |               |   |   |           |     |     |           |
| 2) Incorporate word of the day during the morning announcements. Teachers will continue to review the word, add to word wall and use it throughout their instructional day and week.   | 2.4, 2.5, 2.6 | Administrators<br>Teachers  | Improved vocabulary<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results     |           |     |     |           |
| 3) Teachers will use the Write Time for Kids to teach grammar and writing.   | 2.4, 2.5, 2.6 | Administrators<br>Central office<br>language arts<br>strategiest  | Improved writing skills<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results |           |     |     |           |
| 4) Teachers will address the writing process to help students create high quality compositions that are coherent, well developed and proper use of grammar and grade level spelling.   | 2.4, 2.5, 2.6 | Administrators<br>Language Arts<br>Strategiest                    | Improved writing<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results        |           |     |     |           |
| 5) Teachers will utilize the 2019 TELPAS student report card to help guide them in providing effective lessons that will target the proficiency levels and categories.   | 2.4, 2.5, 2.6 | Administration<br>Instructional<br>Coach<br>Lesson Plans<br>PLC's | Improved performance on TELPAS 2019-2020  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 7:** By May 2020 all identified Special Education Students in grades 3-5 will have 5% gains in the areas of reading and mathematics STAAR Assessment.

**Evaluation Data Source(s) 7:** Spring 2020 STAAR results

Benchmark DATA

Color Bands

**Summative Evaluation 7:**

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|--|---|-----------|-----|-----|-----------|
|  |               |  |   | Formative |     |     | Summative |
|  |               |  |   | Nov       | Jan | Mar | June      |
| 1) Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency.   | 2.4, 2.5, 2.6 | Administrators   | Improved fluency and decoding skills<br>Improved reading                        |           |     |     |           |
| 2) Special Education teachers will collaborate with regular education teachers to implement Pearson Mathematics, Imagine Math and Sharon Wells strategies to improve understanding of mathematical processes.  | 2.4, 2.5, 2.6 | Administrators<br>Special Education District Leadership Team | Improved math skills<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR |           |     |     |           |
| <b>Funding Sources:</b> State Special Education - 0.00   |               |  |   |           |     |     |           |
| 3) Special education teachers and special education paraprofessionals will collaborate in educating students with diverse learning needs via the use of special programs, techniques and other methods to meet the needs of all their students.  | 2.4, 2.5, 2.6 | Administrators<br>Strategist<br>Special Education Directors  | Improved social skills, daily living skills and academic achievement.           |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 8:** 100% of students identified as Gifted and Talented will score at Level III/Advanced Academic Performance of the Spring 2020 STAAR Assessment in the areas of reading, writing, math and science.

**Evaluation Data Source(s) 8:** STAAR DATA  
Color Band DATA

**Summative Evaluation 8:**

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---------------|--|-----------------------------------|-----------|-----|-----|-----------|
|  |               |  |                                   | Formative |     |     | Summative |
|  |               |  |                                   | Nov       | Jan | Mar | June      |
| 1) Teachers will collaborate with GT teacher to desegregate assessment DATA to monitor progress and ensure GT students are making the gains necessary to reach Advanced Academic progress by Spring 2020.  | 2.4, 2.5, 2.6 | Administrators<br>GT Teacher<br>Regular Education Teacher<br>Advanced Academic Coordinator | Improved STAAR CCRS               |           |     |     |           |
| <b>Funding Sources:</b> State Gifted and Talented (G/T) - 0.00   |               |  |                                   |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 9:** By the end of 2020 80% of the campus wide migrant students will be reading at grade level.

**Evaluation Data Source(s) 9:** IRI's

Istation

Benchmarks

**Summative Evaluation 9:**





| Strategy Description   | ELEMENTS      | Monitor                                 | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Nov       | Jan | Mar | June      |
| 1) Migrant students will use the Plato Web Learning and the LightSpan Program during Migrant lab time to improve their reading skills.   | 2.4, 2.5, 2.6 | Administrators<br>Migrant District Team | Improved reading and mathematics skills<br>Improved STAAR scores<br>Improved benchmark results |           |     |     |           |
| <b>Funding Sources:</b> General Fund - 0.00  |               |   |  |           |     |     |           |
| 2) Migrant paraprofessional staff will work with migrant students.   | 2.4, 2.5, 2.6 | Administrators<br>Migrant District Team | Improved STAAR scores<br>Improved Benchmark results<br>Improved reading skills                 |           |     |     |           |
| <b>Funding Sources:</b> General Fund - 0.00  |               |   |  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = 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 10:** 100% of students will participate in Fine Arts.

**Evaluation Data Source(s) 10:** Daily Schedule

**Summative Evaluation 10:**





| Strategy Description  | ELEMENTS | Monitor                                 | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|---|---|-----------|-----|-----|-----------|
|   |          |   |   | Formative |     |     | Summative |
|   |          |   |   | Nov       | Jan | Mar | June      |
| 1) Implement State adopted music program: Quaver  | 2.5      | Administrators<br>Fine Arts<br>Director | Improved understanding of music and art history.<br>-Improved reading skills<br>-Improved math skills |           |     |     |           |
| <div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div> |          |   |   |           |     |     |           |

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

**Performance Objective 11:** 100% of students will participate in Physical Education and fulfill the time requirements of such program.

**Evaluation Data Source(s) 11:** Daily Schedule

**Summative Evaluation 11:**





| Strategy Description   | ELEMENTS | Monitor                             | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|-------------------------------------|---|-----------|-----|-----|-----------|
|  |          |                                     |   | Formative |     |     | Summative |
|  |          |                                     |   | Nov       | Jan | Mar | June      |
| 1) Implement district adopted material such as:<br>-Spark (Physical Ed and Health)<br>-Adventures to Fitness<br>and the state adopted health books   | 2.5      | Administration<br>Athletic Director | Students will have an increased knowledge of healthy habits to reach healthy zones. |           |     |     |           |
| 2) Test all 3rd-5th graders on the Fitness Gram to assess Aerobic capacity, muscular strength, endurance, flexibility and body composition   |          | Administration<br>Athletic Director | The students through proper exercise will reach healthy body zones.                 |           |     |     |           |
| <b>Funding Sources:</b> Title 1, Part A - 48712.00   |          |                                     |   |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                                     |   |           |     |     |           |

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

**Performance Objective 1:** 100% of Margo Staff and students will employ safe and secure digital citizenship behaviors.

**Evaluation Data Source(s) 1:** Digital Citizenship Week

**Summative Evaluation 1:**

| Strategy Description   | ELEMENTS | Monitor                            | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|------------------------------------|---|-----------|-----|-----|-----------|
|  |          |                                    |   | Formative |     |     | Summative |
|  |          |                                    |   | Nov       | Jan | Mar | June      |
| 1) Digital Citizenship Week (Common Sense)   | 2.5      | Administrators<br>ITC<br>Librarian | Students adhere to technology district policies, guidelines and rules which will positively affect character and decision making which will ensure that they are good digital citizens. |           |     |     |           |
| <b>Funding Sources:</b> State Career and Technical - 0.00  |          |                                    |   |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                                    |   |           |     |     |           |

**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 Dr. R. E. Margo Students will participate in activities that promote safe and drug free schools including character building.

**Evaluation Data Source(s) 2:** Red Ribbon Week

Just Say No Week

Leader in Me

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Nov       | Jan | Mar | June      |
| 1) Just Say No Week<br>Red Ribbon Week<br>Anti Bullying Week   | 2.5           | Counselors<br>Administrators<br>Teachers        | Students will learn that healthy and drug free bodies are important to educational success. Students will learn how to get along with others and make decisions where everyone wins.   |           |     |     |           |
| 2) Empowered to Lead Rally<br>Career Day   | 2.5           | Counselors<br>Administrators<br>Teachers        | Empower students to be leaders and take an active role in school. Provide students with an opportunity to learn about careers and initiate the process to make long term career goals. |           |     |     |           |
| 3) Teachers will provide students with activities that promote the 7 Habits of Highly Effective Leaders.   | 2.4, 2.5, 2.6 | Administrators                                  | Students will be provided the skills to take an active role in being proactive thinkers who make decisions based on what's best for all parties involved.                              |           |     |     |           |
| 4) A Junior Lighthouse Team will be selected to discuss student ideas and concerns.  | 2.5           | Lighthouse Team<br>Administrators<br>Counselors | Empower students to be active participants in their school.  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |   |  |           |     |     |           |





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

**Performance Objective 3:** 100% of teachers will use technology in the classroom to better implement a blended learning environment.

**Evaluation Data Source(s) 3:** Lesson Plans

Walkthroughs  
 Google Classroom  
 Imagine Math  
 Relex Math  
 Reasoning Minds  
 Istation  
 Waterford  
 Learning Farm  
 Education Galaxy  
 Pebble Go  
 Stemsopes  
 STARFALL  
 Pearson Online

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|--|--|-----------|-----|-----|-----------|
|   |               |  |  | Formative |     |     | Summative |
|   |               |  |  | Nov       | Jan | Mar | June      |
| 1) Teachers will initiate the use of google classroom in the classroom in order to create a blended learning environment  | 2.4, 2.5, 2.6 | Administrators<br>Lesson Plans                 | Students become independent learners   |           |     |     |           |
| 2) Teachers will use computers, Chromebooks and printers in their classrooms in order to implement a blended environment.   |               | Administrators<br>Lesson Plans<br>Walkthroughs | Independent learners who are building their reading and mathematics capacity |           |     |     |           |
| <div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div> |               |  |  |           |     |     |           |

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





**Performance Objective 1:** Parental engagement will help increase STAAR results in all content areas by 5%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews  |     |     |           |
|---|----------|--|--|--|-----|-----|-----------|
|   |          |  |  | Formative  |     |     | Summative |
|   |          |  |  | Nov  | Jan | Mar | June      |
| 1) Parent Specialist will recruit parents and community members to participate in volunteer in place (VIP) Program in areas such as:<br>-teacher material assistance<br>-special events<br>-field trips<br>-decision making committees<br>-MANOS<br>-tutorin-beautification of the school | 3.1, 3.2 | Parent Specialist<br>Administrators<br>Parental Involvement Director | Increase parental-community engagement and collaboration to increase students success.   |  |     |     |           |
|   |          |  |  | <b>Funding Sources:</b> Title 1, Part A - 71522.00 |     |     |           |
| 2) Provide parenting sessions that address homework and how to come prepared to school.   | 3.1, 3.2 | Parent Specialist<br>Administrators<br>Parental Involvement Director | Increase home and school relations that impact student academic achievement.   |  |     |     |           |
|   |          |  |  | <b>Funding Sources:</b> Title 1, Part A - 0.00     |     |     |           |
| 3) Provide parental meetings to increase parental knowledge of:<br>-school policy<br>-school compact<br>-curriculum<br>-parental involvement<br>-District Standards for Student Achievement according to, District, TEA, ESSA and TIR requirements.                                       | 3.1, 3.2 | Parent Specialist<br>Parental Involvement Director                   | Parents will increase their knowledge of district and state expectations for students therefore having a positive effect of student success and achievement. |  |     |     |           |
|   |          |  |  | <b>Funding Sources:</b> Title 1, Part A - 0.00     |     |     |           |



| Strategy Description   | ELEMENTS                | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|-------------------------|---|---|-----------|-----|-----|-----------|
|  |                         |   |   | Formative |     |     | Summative |
|  |                         |   |   | Nov       | Jan | Mar | June      |
| 4) Promote and develop parent/teacher/student compact and parental involvement school policy.  | 3.1, 3.2                | Parent Specialist<br>Parental Involvement Director<br>Administrators            | An agreement that supports home school commitment for student progress and success.   |           |     |     |           |
| <b>Funding Sources:</b> Title 1, Part A - 0.00   |                         |   |   |           |     |     |           |
| 5) Promote family literacy by providing ESL classes, reading workshops, HEB 3 READ and parenting with community and district literacy programs.  | 2.4, 2.5, 2.6, 3.1, 3.2 | Parental Specialist<br>Administrators<br>District Parental Involvement Director | Increase family literacy success.   |           |     |     |           |
| <b>Funding Sources:</b> Title 1, Part A - 0.00   |                         |   |   |           |     |     |           |
| 6) Provide nutrition classes to ensure healthy students and comply with Senate Bill 19<br>-Diabetes Awareness<br>-Better Family Life for Texas<br>-Superior Home Health<br>-Texas A&M Nutrition Program  | 3.1, 3.2                | Parental Specialist<br>Parental Involvement Director                            | Students and families will make healthy decisions that will impact their bodies and brains thus insuring academic achievement.                                      |           |     |     |           |
| <b>Funding Sources:</b> Title 1, Part A - 0.00   |                         |   |   |           |     |     |           |
| 7) Provide early childhood trainings (Pre-K and Kindergarten)<br><br>-Family Latino Program<br>-HEB 3<br>-Reading Workshops  | 2.4, 2.5, 2.6, 3.1, 3.2 | Parental Specialist<br>Parental Involvement Director                            | 3 and 4 year olds will be better equipped to enter school with a wider knowledge base that will impact their academic achievement in a positive and successful way. |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |                         |   |   |           |     |     |           |

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

**Performance Objective 2:** 100% of Margo students will participate in community projects that produce responsible citizens.

**Evaluation Data Source(s) 2:** Discipline referrals

**Summative Evaluation 2:**





| Strategy Description   | ELEMENTS                             | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|--------------------------------------|--|--|-----------|-----|-----|-----------|
|  |                                      |  |  | Formative |     |     | Summative |
|  |                                      |  |  | Nov       | Jan | Mar | June      |
| 1) Students will be provided opportunities to be involved in community based projects such as:<br>-Hurricane Harvey Relief Fund<br>-Box Tops for Education<br>-Ronald McDonald Pull Tab<br>-The Giving Tree<br>-The Vannie E. Cook Campaign<br>-Veteran's Day Assembly<br>-Literacy/Leadership Night | 2.5                                  | Librarian<br>District Library<br>Coordinator<br>Administration | School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others. |           |     |     |           |
|  | Funding Sources: General Fund - 0.00 |  |  |           |     |     |           |
| <div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>   |                                      |  |  |           |     |     |           |

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

**Performance Objective 1:** In order to improve instruction for all student populations, teachers will participate in capacity building and staff development.

**Evaluation Data Source(s) 1:** STAAR results, Curriculum Based Assessment (CBA), Benchmarks, Independent Reading Inventories (IRI), Istation, other informal assessments.

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS   | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--|--|--|-----------|-----|-----|-----------|
|   |  |  |  | Formative |     |     | Summative |
|   |  |  |  | Nov       | Jan | Mar | June      |
| 1) Ensure that staff have received professional staff development:<br>-TEKS Resource System<br>-Student Learning Objective<br>-Blended Learning<br>-Istation<br>-Reasoning Mind<br>-Imagine Math<br>-Best Practices Conference<br>-RGV Teachers for Math Conference<br>-Guided Reading<br>-Teacher Networking Observations<br>-Flashback Fridays<br>-The Writing Academy<br>-Include materials and equipment necessary to meet staff development needs. |  | Administrators<br>Language Arts Strategist<br>Math Strategist  | Improve assessment results and student academic performance.                 |           |     |     |           |
|   | <b>Funding Sources:</b> State Comp Ed (SCE) - 6000.00, Title 1, Part A - 1833.65 |  |  |           |     |     |           |
| 2) Teachers in grade K-5 will attend district Professional Learning Communities meetings to support language arts, math, social studies, and science curriculum frameworks.   |  | Administrators<br>Language Arts Strategist<br>Math Strategist<br>Social Studies Strategist<br>Science Strategist | Improve teachers pedagogy and craft along with student academic achievement. |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue  |  |  |  |           |     |     |           |

**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    | 3         | 2        | Integrate the application of technology to promote a blended learning environment. -Imagine Math -Reflex Math -Envision Math (Pearson) -Prodigy   |
| 1    | 3         | 3        | Incorporate math process standards including problem solving strategies to strengthen students oral and written communication. -Sharon Wells -TRS Performance Assessments -Math Warm Ups -Imagine Math  |
| 1    | 4         | 3        | Implement an organizational framework for teaching writing. -Write across the curriculum -Reading and Writing Connections through the Write Time for Kids -TEKS Resource System -Consumables -Writing Academy -Quick Writes -Education Galaxy -Learning Farm  |
| 1    | 6         | 1        | Provide a 15 minute independent reading time where students select a book of their choice. Teachers will conference with students as they walk around checking for fluency and comprehension.   |
| 1    | 6         | 2        | Incorporate word of the day during the morning announcements. Teachers will continue to review the word, add to word wall and use it throughout their instructional day and week.   |
| 1    | 6         | 3        | Teachers will use the Write Time for Kids to teach grammar and writing.   |
| 1    | 6         | 4        | Teachers will address the writing process to help students create high quality compositions that are coherent, well developed and proper use of grammar and grade level spelling.   |
| 1    | 7         | 1        | Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency.   |
| 1    | 7         | 2        | Special Education teachers will collaborate with regular education teachers to implement Pearson Mathematics, Imagine Math and Sharon Wells strategies to improve understanding of mathematical processes.  |
| 4    | 1         | 1        | Ensure that staff have received professional staff development: -TEKS Resource System -Student Learning Objective -Blended Learning -Istation -Reasoning Mind -Imagine Math -Best Practices Conference -RGV Teachers for Math Conference -Guided Reading -Teacher Networking Observations -Flashback Fridays -The Writing Academy -Include materials and equipment necessary to meet staff development needs. |

# State Compensatory

## Budget for Dr. R.E. Margo Elementary:

| <u>Account Code</u>       | <u>Account Title</u>   | <u>Budget</u> |
|---------------------------|--|---------------|
| <b>6100 Payroll Costs</b> |  |               |
| 164.11.6119.27.109.8.30   | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$71,023.00   |
| 164.13.6119.00.109.8.30   | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$90,241.00   |
| 164.11.6129.00.109.8.30   | 6129 Salaries or Wages for Support Personnel                       | \$99,774.00   |
| 164.11.6129.00.109.8.34   | 6129 Salaries or Wages for Support Personnel                       | \$18,782.00   |
| 164.11.6129.27.109.8.30   | 6129 Salaries or Wages for Support Personnel                       | \$53,245.00   |
| 164.12.6129.00.109.8.30   | 6129 Salaries or Wages for Support Personnel                       | \$29,981.00   |
| 164.23.6129.00.109.8.30   | 6129 Salaries or Wages for Support Personnel                       | \$23,535.00   |
| 164.11.6141.00.109.8.30   | 6141 Social Security/Medicare                                      | \$1,022.00    |
| 164.11.6141.00.109.8.34   | 6141 Social Security/Medicare                                      | \$272.00      |
| 164.11.6141.27.109.8.30   | 6141 Social Security/Medicare                                      | \$1,030.00    |
| 164.12.6141.00.109.8.30   | 6141 Social Security/Medicare                                      | \$435.00      |
| 164.23.6141.00.109.8.30   | 6141 Social Security/Medicare                                      | \$341.00      |
| 164.11.6142.00.109.8.30   | 6142 Group Health and Life Insurance                               | \$23,116.00   |
| 164.11.6142.00.109.8.34   | 6142 Group Health and Life Insurance                               | \$5,779.00    |
| 164.11.6142.27.109.8.30   | 6142 Group Health and Life Insurance                               | \$5,779.00    |
| 164.12.6142.00.109.8.30   | 6142 Group Health and Life Insurance                               | \$5,779.00    |
| 164.13.6142.00.109.8.30   | 6142 Group Health and Life Insurance                               | \$5,779.00    |

| <u>Account Code</u>                              | <u>Account Title</u>                 | <u>Budget</u>       |
|--|--------------------------------------|---------------------|
| 164.23.6142.00.109.8.30                          | 6142 Group Health and Life Insurance | \$5,779.00          |
| 164.11.6143.27.109.8.30                          | 6143 Workers' Compensation           | \$213.00            |
| 164.12.6143.00.109.8.30                          | 6143 Workers' Compensation           | \$90.00             |
| 164.13.6143.00.109.8.30                          | 6143 Workers' Compensation           | \$271.00            |
| 164.23.6143.00.109.8.30                          | 6143 Workers' Compensation           | \$71.00             |
| 164.11.6143.00.109.8.30                          | 6143 Workers' Compensation           | \$300.00            |
| 164.11.6143.00.109.8.34                          | 6143 Workers' Compensation           | \$56.00             |
| 164.11.6145.00.109.8.30                          | 6145 Unemployment Compensation       | \$89.00             |
| 164.11.6145.00.109.8.34                          | 6145 Unemployment Compensation       | \$17.00             |
| 164.11.6145.27.109.8.30                          | 6145 Unemployment Compensation       | \$64.00             |
| 164.12.6145.00.109.8.30                          | 6145 Unemployment Compensation       | \$27.00             |
| 164.13.6145.00.109.8.30                          | 6145 Unemployment Compensation       | \$81.00             |
| 164.23.6145.00.109.8.30                          | 6145 Unemployment Compensation       | \$21.00             |
| 164.11.6146.00.109.8.30                          | 6146 Teacher Retirement/TRS Care     | \$2,244.00          |
| 164.11.6146.00.109.8.34                          | 6146 Teacher Retirement/TRS Care     | \$423.00            |
| 164.11.6146.27.109.8.30                          | 6146 Teacher Retirement/TRS Care     | \$2,366.00          |
| 164.12.6146.00.109.8.30                          | 6146 Teacher Retirement/TRS Care     | \$675.00            |
| 164.13.6146.00.109.8.30                          | 6146 Teacher Retirement/TRS Care     | \$2,031.00          |
| 164.23.6146.00.109.8.30                          | 6146 Teacher Retirement/TRS Care     | \$530.00            |
| <b>6100 Subtotal:</b>                            |                                      | <b>\$451,261.00</b> |
| <b>6200 Professional and Contracted Services</b> |                                      |                     |
| 164.13.6219.57.109.8.30                          | 6219 Professional Services           | \$405.00            |
| <b>6200 Subtotal:</b>                            |                                      | <b>\$405.00</b>     |
| <b>6300 Supplies and Services</b>                |                                      |                     |
| 164.11.6399.00.109.8.30                          | 6399 General Supplies                | \$18,750.00         |
| <b>6300 Subtotal:</b>                            |                                      | <b>\$18,750.00</b>  |

## Personnel for Dr. R.E. Margo Elementary:

| <u>Name</u>        | <u>Position</u>                  | <u>Program</u>          | <u>FTE</u> |
|--------------------|----------------------------------|-------------------------|------------|
| Adana Baldonado    | Instructional Aide (Pre-K)       | Margo Elementary School | 1          |
| Annalisa Hernandez | At Risk Attendance Clerk         | Margo Elementary School | 1          |
| Jose Sanchez       | Instructional Aide               | Margo Elementary School | 1          |
| Lesvia Rivera      | Technology Aide                  | Margo Elementary School | 1          |
| Manuela Miller     | Campus Technology Coordinator    | Margo Elementary School | 1          |
| Maria Lucy Herrera | Campus Instructional Facilitator | Margo Elementary School | 1          |
| Maria Velasquez    | Instructional Aide               | Margo Elementary School | 1          |
| Suzette Alton      | Instructional Aide               | Margo Elementary School | 1          |
| Sylvia Guerra      | Library Aide                     | Margo Elementary School | 1          |
| Vacancy            | Technology Aide                  | Margo Elementary School | 1          |
| Veronica Dena      | Instructional Aide               | Margo Elementary School | 1          |



# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 2019-2020 Campus Site-Based Committee

| <b>Committee Role</b>      | <b>Name</b>            | <b>Position</b>           |
|----------------------------|------------------------|---------------------------|
| Administrator              | Rubelina Martinez      | Principal                 |
| Classroom Teacher          | Sonia Rangel           | Pre-K Teacher             |
| Classroom Teacher          | Oralia Cavazos         | Kinder Teacher            |
| Classroom Teacher          | Irene Casas            | Kinder Teacher            |
| Classroom Teacher          | Diana Hernandez        | First Grade Teacher       |
| Classroom Teacher          | Maria De Jesus De Leon | First Grade Teacher       |
| Classroom Teacher          | Oscar Cavazos          | Second Grade Teacher      |
| Classroom Teacher          | Adelia Mena            | Second Grade Teacher      |
| Classroom Teacher          | Roberto Leal           | Third Grade Teacher       |
| Classroom Teacher          | Marina Martinez        | Third Grade Teacher       |
| Classroom Teacher          | Esmer Weaver           | Fourth Grade Teacher      |
| Classroom Teacher          | Rubi Mora              | Fourth Grade Teacher      |
| Classroom Teacher          | Rita Cavazos           | Fifth Grade Teacher       |
| Classroom Teacher          | Griselda Salinas       | Fifth Grade Teacher       |
| Classroom Teacher          | Lisa Garcia            | Resource Teacher          |
| Classroom Teacher          | Lorena Salazar         | Special Education Teacher |
| Classroom Teacher          | David Morales          | Health Teacher            |
| Classroom Teacher          | Ana Martinez           | P. E. Teacher             |
| Non-classroom Professional | Patricia Palomo-Avila  | Librarian                 |
| Non-classroom Professional | Rosa Arriaga           | Parent Specialist         |
| Administrator              | Maria Herrera          | CIF                       |
| Administrator              | Veronica Flores        | CIF                       |

# Campus Advisory Committee

| Committee Role             | Name                  | Position             |
|----------------------------|-----------------------|----------------------|
| Non-classroom Professional | Cynthia Perez         | Counselor            |
| Non-classroom Professional | Laura Hernandez       | Counselor            |
| Non-classroom Professional | Mamie Miller          | CTC                  |
| Non-classroom Professional | Patricia Palomo-Avila | Librarian            |
| Non-classroom Professional | Rosa Arriaga          | Parent Specialist    |
| Administrator              | Rubelina Martinez     | Principal            |
| Classroom Teacher          | Anika Martinez        | Pre-K Teacher        |
| Classroom Teacher          | Maricela Galvan       | First Grade Teacher  |
| Classroom Teacher          | Sandra Grinbergs      | Kindergarten Teacher |
| Classroom Teacher          | Ermelinda Saucedo     | 2nd Grade Teacher    |
| Classroom Teacher          | Araceli Barrera       | Third Grade Teacher  |
| Classroom Teacher          | Arcadia Longoria      | Fourth Grade Teacher |
| Classroom Teacher          | Selina Ramos          | Fifth Grade Teacher  |
| Classroom Teacher          | Dee Ann Reyes         | Resource Teacher     |
| Classroom Teacher          | Becky Burget          | Music Teacher        |

# Campus Action Team

| Committee Role             | Name                 | Position             |
|----------------------------|----------------------|----------------------|
| Classroom Teacher          | Paula Snook          | Pre-K Teacher        |
| Classroom Teacher          | Alma Lopez-Hernandez | Kinder Teacher       |
| Classroom Teacher          | Priscilla Perez      | Kinder Teacher       |
| Classroom Teacher          | Lisa Castillo        | First Grade Teacher  |
| Classroom Teacher          | Claudia Ornelas      | First Grade Teacher  |
| Classroom Teacher          | Ashley Bautista      | Second Grade Teacher |
| Classroom Teacher          | Osvaldo Pena         | Second Grade Teacher |
| Classroom Teacher          | Martha Santiago      | Third Grade Teacher  |
| Classroom Teacher          | Elisa Pena           | Third Grade Teacher  |
| Classroom Teacher          | Eva Balli            | Fourth Grade Teacher |
| Classroom Teacher          | Stephanie Rivera     | Fourth Grade Teacher |
| Classroom Teacher          | Elvia Perez          | Fifth Grade Teacher  |
| Classroom Teacher          | Brenda Garza         | Fifth Grade Teacher  |
| Classroom Teacher          | Becky Burget         | Music Teacher        |
| Classroom Teacher          | Adriel Martinez      | P. E. Teacher        |
| Non-classroom Professional | Cynthia Perez        | Counselor            |
| Non-classroom Professional | Laura Hernandez      | Counselor            |

# Campus Funding Summary

| State Comp Ed (SCE)         |           |          |                  |              |              |
|-----------------------------|-----------|----------|------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed | Account Code | Amount       |
| 4                           | 1         | 1        | Supplies         |              | \$6,000.00   |
| Sub-Total                   |           |          |                  |              | \$6,000.00   |
| Budgeted Fund Source Amount |           |          |                  |              | \$486,491.00 |
| +/- Difference              |           |          |                  |              | \$480,491.00 |
| Grand Total                 |           |          |                  |              | \$6,000.00   |