# Weslaco Independent School District

# Memorial Elementary

# 2019-2020 Campus Improvement Plan

# Mission Statement

At Memorial Elementary, we recognize, honor, and celebrate the learners in all of us.

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievemnet

Always do the right thing

Determined to finish strong

# Vision

Memorial Elementary will create a positive, nurturing environment for all members of our school so that we can prepare our students to achieve excellence by providing a high quality education that empowers them to become lifelong learners, readers and leaders that one day contribute to our community and the world.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2019, the total student population was 1034 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary is in its fourth year as a Leader in Me School. As a distict initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the haabits are seen suspended from the ceiling and clearly posted on the front doors.

The student population is 94% Hispanic and 6% White. Other demographic information includes students in Special Education (8%), Migrant (1%), LEP (12%), and Gifted and Talented (6%).

According to the most recent 2018 TAPR, teachers serving this school are 46 Hispanic and 7 Whites. There are only three teachers with 1-5 years of experience, nine teachers with 6-10 years experience, twenty-seven teachers with 11-20 years of experience, and thirteen teachers with over 20 years experience. The average years of overall experience is 16 years about the same as school district average.

### Demographics Strengths

- Attendance rate for the 2018-2019 school year was 97%, meeting the state goal of 97%.
- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned six out of six distinctions on the Spring 2018 and 2019 STAAR Assessment (ELA/Reading, Math, Science, Student Progreess, Closing the Gap, and Post Secondary)
- Earned an A ratings from TEA for two consecutive years
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.
- Students are encouraged to participate in extracurricular activities such as Cheerleading, Robotics, Recycling club, and UIL.

**Problem Statements Identifying Demographics Needs**

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

# Student Academic Achievement

**Student Academic Achievement Summary**

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results using Aware. Administration analyzes trends in student achievemt by evaluating testing data in our special population groups. The campus administrators in conjuction with teachers meet to desegregte data to identify the strengths and weaknesses of students to determine specific concerns and a plan of action.

2018-2019 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

| All Students | Hispanic | Special Ed. | Econ. Disadv. | ELL |
|---|---|---|---|---|
| All Subjects 2019 - 90% | All Subjects 2019 - 91% | All Subjects 2019 - 48% | All Subjects 2019 - 88% | All Subjects 2019 - 84% |
| Reading 2019 - 92% | Reading 2019 - 92% | Reading 2019- 38% | Reading 2019 - 90% | Reading 2019 - 87% |
| Math 2019 - 94% | Math 2019 - 94% | Math 2019- 66% | Math 2019- 91% | Math 2019 - 84% |
| Writing 2019 - 80% | Writing 2019 - 80% | Writing 2019 - 44% | Writing 2019 - 72% | Writing 2019 -84% |
| Science 2019 - 91% | Science 2019 - 91% | Science 2019 - 29% | Science 2019 - 87% | Science 2019 -78% |

**Student Academic Achievement Strengths**

Memorial Elementary special education students showed improvement on Writing STAAR (from 11% to 44%) and the economically students showed improvement on Writing STAAR as well (from 63% to 72%).

Memorial Elementary showed improvement on Science STAAR scores (90% to 91%), Math STAAR scores (91% to 94%), and Reading STAAR scores (86% to 92%).

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: Only 48% of special education students passed all subjects on STAAR.

**Problem Statement 2**: Only 38% of special education students passed the reading STAAR test. **Root Cause**: The lack of inclusion services for special education students and the lack of training in reading for our special education teachers.

# School Processes & Programs

**School Processes & Programs Summary**

Memorial Elementary uses a hiring committee consisting of admininstrators, counselors, and teachers to make a hiring determiniation. A record of how applicants are interviewed and evaluated is maintatined. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade level mentor as well as support from administration.

**School Processes & Programs Strengths**

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

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1**: Memorial Elementary has only approximately 50% of teachers bilingually certified. **Root Cause**: Teachers do not feel the need and are hesitant to take the bilingual certification exam.

# Perceptions

**Perceptions Summary**

Memorial Elementary has a positive school climate. Teachers and faculty members work together to ensure student success in a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decisin Making (SBDM) involves stakeholders working collaboratively to assure the needs are carefullly considered and met. Our camus budget is designed and developed to meet the needs of the students and teachers.

**Perceptions Strengths**

- Implementation of *The Seven Habits of Happy Kids*
- A positive learning environment
- Campus personnel works together to address student abscences, tardies, and discipline referrals.
- Teachers meet in Professional Learning Committees every other Wednesday to share ideas and strategies.
- Grade level meetings are taken place every other Wednesday with administration.
- Teachers are rewarded with jean passes and hour lunches.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: Memorial Elementary has taken all possible measures to keep students and staff safe and secure. **Root Cause**: Our enrollment is currently one thousand students and we only have one security guard on campus.

# 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1:** By Spring 2020, the number of students who score 70% or better on the Social Studies CBAs will increase from the Spring 2019.

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

    **Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Strategy 1: Effective Reading Strategies in Social Studies<br><br>Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grade 5).<br><br>Geographical, political, social and economical influences in history (grades Pre-K-5th) | 2.4 | Campus Administration Social Studies Strategist | Improved performance for all populations on CBAs and benchmarks. | | | | |
| 2) Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities. | 2.4 | Social Studies Teachers Administrators Social Studies Strategist | Improved performance for all populations on CBAs, and benchmarks | | | | |
| 3) Integrate the application of technology to promote a blended learing environment in social studies classrooms through varioius programs: Envision Social Studies-Pearson | 2.4 | Administrators | Increased performance of students on assessments:<br>CBAs<br>District Benchmarks | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| | 100% = Accomplished | → = Continue/Modify | 0% = 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 score at the Approaches Level on the Science STAAR assessment will increase from 90% in the Spring 2019 to 94% in Spring 2020 and students at the Masters level will increase from 39% to a 40% on the Science STAAR.

**Evaluation Data Source(s) 2:** STAAR Data

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) FOSS kits and Student textbooks (K-5)<br><br>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science library activities. | 2.4 | Science Teachers Science CIF Administrators Science Strategist | Improved performance for all populations on CBAs, benchmarks, and STAAR | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | | |
| 2) STEMScopes (K-5) Digital Subscription<br><br>Digital science curriculum supplement<br>Multiple 5E resources<br>per TEKS | 2.4 | Science Teachers Science CIF Administrators Science Strategist | Improved performance for all populations on CBAs, benchmarks, and STAAR | | | | |
| 3) Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities. | 2.4 | Science Teachers Science CIF Administrators Science Strategist | Improved performance for all populations on CBAs, benchmarks, and STAAR | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 0.00 | | | | | | | |
| 4) Professional Learning Communities<br><br>Meet once every six seeks to develop lessons and activities | 2.4 | Science Teachers Science CIF Administrators | Improved performance for all populations on CBAs, benchmarks, and STAAR | | | | |
| 5) Integrate the application of technology to promote a blended learing environment in science classrooms through varioius programs:<br>STEMScopes<br>Education Galaxy<br>Edusmart Science<br>Brain Pop Jr. | 2.4, 2.5 | Administrators | Increased performance on assessments:<br>CBAs<br>District Benchmarks<br>STAAR | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 6) Purchase Count Down to Science STAAR and Fast Focus for 5th grade students. | 2.4, 2.6 | Teachers Administrators | Increased performance on assessments: CBAs District Benchmarks STAAR | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 1385.00 | | | | | | | |

100% = Accomplished    = Continue/Modify    0% = 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 number of students who score at the Approaches Level on the Math STAAR assessment will increase from 94% in Spring 2019 to 96% in Spring 2020.

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

**Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Support the implelmentation of the TEKS Resource System including the alignment of the curriculum, instruction and assessemnts through the Professional Learning Communities (K-5) | 2.4 | Math CIF Campus Administration | Increased performance on Math assessments: CBAs Benchmarks STAAR | | | | |
| **Funding Sources**: Title 1, Part A - 78425.00 | | | | | | | |
| 2) Integrate the application of technology to promote a blended learing environment in Math classrooms through varioius programs:<br><br>*Envision Math-Pearson<br>*Reasoning Mind<br>*Reflex Math<br>*Imagine Math<br>*Education Galaxy | 2.4, 2.6 | Math CIF Campus Administration | Increased performance on Math assessments CBAs Benchmarks STAAR | | | | |
| 3) Allocate supplemental resources to support math instruction and assessments reviews<br><br>*Kamico STAAR Connection Developmental Series<br>*Fast Focus<br>*Count Down to STAAR<br>*Math Manipulatives | 2.4 | Math CIF Campus Administration | Increased performance on Math assessments: CBAs Benchmarks STAAR | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 32372.64, Title 1, Part A - 337.50 | | | | | | | |
| 4) Monitor student performance including subgroups through the disaggregation of assessment data during PLC meeting to identify areas of need | 2.4, 2.6 | Math teachers Math CIF Administration | Improve performance on Math assessments: CBAs Benchmarks STAAR | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| | 100% = Accomplished | → = Continue/Modify | 0% = 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 4:** By Spring 2020, the number of students who score at the Approaches Level on the Reading STAAR assessment will increase from 92% in Spring 2019 to 94% in Spring 2020. By Spring 2020, the number of students who score at the Approaches Level on the Writing STAAR assessment will increase from 80% in Spring 2019 to 90% in Spring 2020.

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

**Summative Evaluation 4:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide opportunities for a literacy focus through a Balanced Literacy Framewrok which addresses phonics, phonological awareness, shared reading, guided reading, independent reading, fluency, comprehension, and vocabulary, writing, grammar/mechanics, spelling, and handwriting.<br><br>Purchase books, reading materials, and resources.<br>Purchase lamp kits in order to help teachers present information to students.<br>Purchase headphones for computer labs.<br>Purchase awards and incentives.<br>Purchase a variety of school supplies such as journals, crayons, pencils, etic. | 2.4 | ELAR CIF<br>Principal<br>ELAR Strategist | Improved performance on the Reading and Writing assessments:<br>CBAs, Benchmarks, STAAR assessments | | | | |
| 2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development.<br>*Reading & Writing connection through the Write Time for Kids<br>* Writing Across the Curriculum through Write to Learn strategies<br>* Abydos Three Week Institute<br>* TEKS resource system | 2.4 | ELAR CIF<br>ELAR Strategist<br>Administration | Improved performance on writing assessments:<br><br>CBAs<br>Benchmarks<br>STAAR Assessments<br>Writing Prompts<br>Spelling Assessements | | | | |

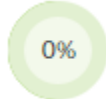| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 3) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessemnts through the Professional Learning Communities (K-5) | 2.4 | Administration ELAR Strategist | Improved performance on reading and writing assessments: CBAs Benchmarks STAAR Assessments | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 81226.00 | | | | | | | |
| 4) Integrate the application of technology to promote a blended learning environment in Language Arts classrooms through various programs: Read Works Digital Education Galaxy Kahoot Think Central Google Classroom Socrative Story Bird Reading A-Z | 2.4, 2.5 | Teachers Administrators Campus CTC | Improved performance on reading and writing assessments: CBAs Benchmarks STAAR Assessments | | | | |
| MyOn Istation Tess Teach Brain Pop Jr. Quizlet MyOn Newslea Ted Ed. Accelerated Reader | **Funding Sources**: State Comp Ed (SCE) - 96295.00 | | | | | | |
| 5) Implement SIPPS reading program in kinder-2nd grade. Purchase toner and a scanner to make copies of SIPPS materials. | 2.4, 2.6 | Teachers Administrators | Improved performance on phonics and reading levels in Kinder-2nd grades. Phonics Levels IRI's | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 1596.00 | | | | | | | |
| 6) Students will monitor their own reading level, sight word identification, performance on CBAs, and benchmarks. *Purchase Leader in Me binders for students *Purchase Leader in Me student activities guides and teacher guides | 2.4 | Teachers Administration | Improve performance on reading levels, CBAs, and benchmarks | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 7) Implement Writing Academy strategies and activities. | 2.4 | Teachers Administrators | Improve performance on writing assessments: CBAs Benchmarks STAAR | | | | |

100% = Accomplished → = Continue/Modify 0% = 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:** Memorial Elementary will provide students with opportunities to become aware of college and career opportunities. Memorial Elementary will provide students with opportunities to become aware of drug prevention and anti-bullying strategies.

**Evaluation Data Source(s) 5:** Brochures
Flyers

**Summative Evaluation 5:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement career and college readiness activities:<br>Career Day<br>University T-shirt Day every Thursday | 2.4, 3.1 | Counselors<br>Teachers | Students will become aware of various careers and college options | | | | |
| 2) Conduct a Leadership Rallly | 2.4 | Counselors | Students will become aware of the importance of higher education and college options | | | | |
| 3) Conduct a Just Say No Assemebly to kick off Just Say No Week | 2.4, 2.6 | Counselors | Students will become aware of the meaning and the reason of Just Say No Week | | | | |
| 4) Implement drug prevention activities:<br>Red Ribbon Week<br>Just Say No Week activities and speakers<br>D.A.V.E. Lessons | 2.4, 3.1 | Counselors | Students will become aware of the consequences of drug use and alternatives to drug use. | | | | |
| 5) Create an anti-bullying environment by providing lessons on anti-bullying and Leader in Me lessons. | 2.4, 2.6 | Counselors<br>Teachers | Students will learn and understand The Seven Habits of Happy Kids | | | | |
| 6) Provide counseling services and guidance lessons for K-5th grade students. | 2.4, 2.5, 2.6 | Counselors | Students will become aware of strategies and techniques they can learn and implement during stressful situations. | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = 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 6:** By Spring 2019, the number of ELL students who score at the Approaches Level on all STAAR assessments will increase. In Reading it will increase from 78% in Spring 2018 to 85% . In Math it will increase from 89% in Spring 2018 to 95%. In Writing it will increase from 55% in Spring 2018 to 65%. In Science, it will increase from 58% in Spring 2018 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) Implement SIOP model strategies to help LEP students. Peer tutoring small group discussion use of graphic organizers vocabulary instruction questioning techniques lab based lessons scaffolding techniques | 2.6 | Teachers Administration Bilingual Director ELAR Strategist | Improve performance on all assessments of LEP students CBAs Benchmarks STAAR | | | | |
| 2) Implement leveled readers in the classroom as needed to read about historical issues such as, specific eras, dates, significant figures in World History, Texas History, and U.S. History. | 2.4 | Teaches Administration Bilingual Director | Establish strong academic vocabulary foundation for ELL success | | | | |
| 100% = Accomplished → = Continue/Modify 0% = 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 dyslexic students will read on grade level and STAAR scores will increase by 5% in Reading.

**Evaluation Data Source(s) 7:** Comply with the Texas Dyslexia Handbook

**Summative Evaluation 7:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Implement Barton reading program with fideleity. | 2.6 | Dyslexia Teacher Campus Administration Dyslexia Coordinator | Improved scores on CBAs, benchmarks, and STAAR | | | | |
| 2) Implement accommodations to assist students in the reading and writing for eligible students | 2.6 | Dyslexia Teacher General Ed Teacher Campus Administration Dyslexia Coordinator | Improved scores on CBAs, benchmarks, and STAAR | | | | |
| 100% = Accomplished | | | = Continue/Modify | 0% = 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:** By Spring 2020, 100% of GT students (3rd-5th) will score masters level on all STAAR tests.

    **Evaluation Data Source(s) 8:** STAAR Data

    **Summative Evaluation 8:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Monitor to ensure that 100% of classroom teachers have received training in the Nature and Needs Assessment of gifted students. | 2.4 | GT teacher CIF | All GT Students will be serviced by teachers that are in compliance with Texas State Plan. Teachers will know and understand how to meet the needs of GT students. | | | | |
| 2) Disaggregate data regarding the number of GT students receiving Masters level on STAAR. | 2.4 | GT Teachers CIF | Data will show an increase in students receiving Masters level on STAAR. | | | | |
| 3) Identify areas needing improvement and develop curriculum and engaging instructional support, | 2.4, 2.6 | QUEST teacher GT teachers Administration | Areas will be identified and action place will be put in place to achieve areas of improvements. | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = 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 Spring 2020; 100% of K-2nd grade migrant students will be reading on grade level. By Spring 2020, 100% of migrant students (3rd-5th) will pass all STAAR tests.

**Evaluation Data Source(s) 9:** IRI, Istation, Benchmarks, and STAAR

**Summative Evaluation 9:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide tutoring in Reading during the regular school days. | 2.6 | Migrant Specialist General Teacher Facilitator | Improved guided reading levels Increase lexile number Istation Results IRI CBAs Benchmarks | | | | |
| 2) Students will use Plato Web Learning and the LightSpan Program during Migrant Lab time to improve reading skills. | 2.6 | Migrant Specialist Facilitator District Migrant Coordinator | Increase lexile number Istation Results IRI CBAs Benchmarks | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = 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:** The Fine Arts Department will increase student participation.

**Evaluation Data Source(s) 10:** Choir rosters
Programs
UIL rosters

**Summative Evaluation 10:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The music department will perform at school events and programs such as:<br>Leadership Rally<br>Veterans' Day Program<br>Diez y Seis de septiembre Program<br>Christmas Program<br>Talent Show | 2.4, 2.5 | Music teacher | Students will be successful during performances. | | | | |
| 2) Students will compete and have a high level of success through UIL | 2.4, 2.5 | UIL coordinator UIL Coaches | Students will be successful at UIL competitions. | | | | |
| 3) The art department will work with local arts advocacy groups to promote the arts through shows and competitions. | 2.4, 2.5 | Music/Art teacher | Students will participate in local shows and competitions. | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = 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 11:** To assist all students with proper library resources, materials, and aligned classroom and library curriculum in order to ensure student academic success.

Evaluation Data Source(s) 11: Library Circulation Statistics

Summative Evaluation 11:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. | 2.4 | Library Staff Teachers Administration | Increase in scores on CBAs, benchmarks, IRIs and STAAR | | | | |
| 2) Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading. | 2.4, 2.5 | Library Staff Teachers Administration | Students will become better readers and become life long readers. | | | | |
| **Funding Sources**: State Comp Ed (SCE) - 62777.00 | | | | | | | |

| 100% = Accomplished | → = Continue/Modify | 0% = 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 12:** 100% of students will participate in Physical Education

    **Evaluation Data Source(s) 12:** Lesson Plans

    **Summative Evaluation 12:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Students will attend PE & Health classes with each of the three different coaches. Purchase first aid supplies. | 2.4, 2.5 | Administration PE Coaches | Students will become healthier. | | | | |
| | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | |

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

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

**Performance Objective 1:** Strengthen and increase our parental involvement and community engagement by 10%.

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

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Remind 101, KWES and Facebook. | 3.1, 3.2 | Principal Secretary Teachers | Parents will become informed and participate in their child's education. | | | | |
| 2) Recruit and continue to implement a system for tracking parent participation by volunteer hours. | 3.1, 3.2 | Parent Specialist | Increase the number of volunteers | | | | |
| | **Funding Sources**: Title 1, Part A - 51308.00 | | | | | | |
| 100% = Accomplished    ➡ = Continue/Modify    0% = No Progress    ✗ = Discontinue | | | | | | | |

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

**Performance Objective 1:** WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of special education and bilingual.

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

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support. | 2.6 | Principal Bilingual Chairs | An increase in bilingual certified teachers | | | | |
| 2) Research and create a staff awards and incentive program | | Administration | Retain teachers | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue | | | | | | | |

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

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

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

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide mentors and induction training for new teachers. | 2.4 | Administration | Mentor assignment and mentor feedback | | | | |
| 2) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the campus. | 2.4 | Principal | Training records, documentation | | | | |

| 100% = Accomplished | → = Continue/Modify | 0% = 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 | 4 | 6 | Students will monitor their own reading level, sight word identification, performance on CBAs, and benchmarks. *Purchase Leader in Me binders for students *Purchase Leader in Me student activities guides and teacher guides |

# State Compensatory

## Budget for Memorial Elementary:

| Account Code | Account Title | Budget |
|---|---|---|
| **6100 Payroll Costs** | | |
| 164.11.6119.27.111.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | $65,511.00 |
| 164.13.6119.00.111.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | $80,476.00 |
| 164.11.6129.00.111.8.34 | 6129 Salaries or Wages for Support Personnel | $23,896.00 |
| 164.11.6129.27.111.8.30 | 6129 Salaries or Wages for Support Personnel | $58,526.00 |
| 164.12.6129.00.111.8.30 | 6129 Salaries or Wages for Support Personnel | $61,277.00 |
| 164.33.6129.00.111.8.30 | 6129 Salaries or Wages for Support Personnel | $33,886.00 |
| 164.11.6129.00.111.8.30 | 6129 Salaries or Wages for Support Personnel | $29,263.00 |
| 164.11.6141.00.111.8.30 | 6141 Social Security/Medicare | $424.00 |
| 164.11.6141.00.111.8.34 | 6141 Social Security/Medicare | $346.00 |
| 164.11.6141.27.111.8.30 | 6141 Social Security/Medicare | $950.00 |
| 164.12.6141.00.111.8.30 | 6141 Social Security/Medicare | $367.00 |
| 164.13.6141.00.111.8.30 | 6141 Social Security/Medicare | $1,167.00 |
| 164.33.6141.00.111.8.30 | 6141 Social Security/Medicare | $491.00 |
| 164.11.6142.00.111.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6142.00.111.8.34 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6142.27.111.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.12.6142.00.111.8.30 | 6142 Group Health and Life Insurance | $11,558.00 |

| Account Code | Account Title | Budget |
|---|---|---|
| 164.13.6142.00.111.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.33.6142.00.111.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6143.00.111.8.34 | 6143 Workers' Compensation | $72.00 |
| 164.11.6143.27.111.8.30 | 6143 Workers' Compensation | $197.00 |
| 164.12.6143.00.111.8.30 | 6143 Workers' Compensation | $184.00 |
| 164.13.6143.00.111.8.30 | 6143 Workers' Compensation | $241.00 |
| 164.33.6143.00.111.8.30 | 6143 Workers' Compensation | $102.00 |
| 164.11.6143.00.111.8.30 | 6143 Workers' Compensation | $88.00 |
| 164.11.6145.00.111.8.30 | 6145 Unemployment Compensation | $26.00 |
| 164.11.6145.00.111.8.34 | 6145 Unemployment Compensation | $22.00 |
| 164.11.6145.27.111.8.30 | 6145 Unemployment Compensation | $59.00 |
| 164.12.6145.00.111.8.30 | 6145 Unemployment Compensation | $55.00 |
| 164.13.6145.00.111.8.30 | 6145 Unemployment Compensation | $72.00 |
| 164.33.6145.00.111.8.30 | 6145 Unemployment Compensation | $31.00 |
| 164.11.6146.00.111.8.30 | 6146 Teacher Retirement/TRS Care | $658.00 |
| 164.11.6146.00.111.8.34 | 6146 Teacher Retirement/TRS Care | $537.00 |
| 164.11.6146.27.111.8.30 | 6146 Teacher Retirement/TRS Care | $2,089.00 |
| 164.12.6146.00.111.8.30 | 6146 Teacher Retirement/TRS Care | $1,378.00 |
| 164.13.6146.00.111.8.30 | 6146 Teacher Retirement/TRS Care | $1,811.00 |
| 164.33.6146.00.111.8.30 | 6146 Teacher Retirement/TRS Care | $762.00 |
| | **6100 Subtotal:** | **$405,417.00** |
| **6200 Professional and Contracted Services** | | |
| 164.13.6219.57.111.8.30 | 6219 Professional Services | $405.00 |
| 164.11.6299.57.111.8.30 | 6299 Miscellaneous Contracted Services | $1,205.00 |
| 164.23.6299.57.111.8.30 | 6299 Miscellaneous Contracted Services | $135.00 |
| | **6200 Subtotal:** | **$1,745.00** |

| Account Code | Account Title | Budget |
|---|---|---|
| **6300 Supplies and Services** | | |
| 164.11.6399.00.111.8.30 | 6399 General Supplies | $18,750.00 |
| 164.11.6399.57.111.8.30 | 6399 General Supplies | $441.00 |
| | **6300 Subtotal:** | **$19,191.00** |

# Personnel for Memorial Elementary:

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Aida Casanova | Technology Aide | Memorial Elementary School | 1 |
| Eli Rodriguez | Library Aide | Memorial Elementary School | 1 |
| Jesus Martinez | Instructional Aide | Memorial Elementary School | 1 |
| Leticia Perez | Campus Instructional Facilitator | Memorial Elementary School | 1 |
| Maria Arellano | LVN | Memorial Elementary School | 1 |
| Maria Castillo | Technology Aide | Memorial Elementary School | 1 |
| Maribel Trevino | Instructional Aide (Pre-K) | Memorial Elementary School | 1 |
| Rose Rose | Library Aide | Memorial Elementary School | 1 |
| Sergio Villarreal | Campus Technology Coordinator | Memorial Elementary School | 1 |
| Sylvia Sarmiento | Media Aide | Memorial Elementary School | 1 |

# Title I Schoolwide Elements

# ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

## 1.1: Comprehensive Needs Assessment

The Memorial Elementary comprehensive needs assessment was reviewed October 24, 2018.

# ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Committee:

Rhonda Sellman Principal

Letty Perez Facilitator

Hilda Martinez Teacher

Michelle Rodriguez Teacher

Jessica Lopez Teacher

Lee Ann Van Tilburg Teacher

Sylvia Guzman Teacher

Debbie Roberts Teacher

Joe Rios Teacher

Charlie Casanova Counselor

Carla McCaleb Business Owner

Sergio Villarreal CTC

# 2.2: Regular monitoring and revision

The dates the CIP was revised or evaluated for the 18-19 school year was October 24, 2018 and November 13-14, 2018.

# 2.3: Available to parents and community in an understandable format and language

The Memorial Elementary Campus Improvement Plan is located on campus in the main office and the Parental Involvement Room. You can also find the CIP in the district's website (wisd.us) or in the Memorial Elementary website (wisd.us) or in the Memorial Elmentary website.

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Rhonda Selllman at (956) 969-6780. Maribel Magallanes, attendance clerk, is the peson who seves as translator at Memorial Elementary.

# 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging state academic standards.

See pages, 11-14, 16-20, 22, 24-26, 29

# 2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic school program.

See pages, 13, 17

Academic programs that help provide an enriched and acceleerated curriculum that includes programs, activites and courses necessary to provide a well-

rounded education.

See pages, 14, 24-26.

# 2.6: Address needs of all students, particularly at-risk

Meeting the needs of all students and of those at risk of not passing the challenging state standards.

See pages, 14, 17-23.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

# 3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagemnet Policy Committee:

1. Delma Solether Parent Specialist

2. Letty Perez CIF

3. Yolanda Torres Parent

4. Inez Vecerra Parent

5. Maricarmen Medrano Parent

The Memorial Elementary Parent and Family Engagement Policy can be found at weslacoisd.us, at parent meetings, at the Parental Involvement Room.

The Memorial Elementary Parent and Family Engagement Policy can be translated into Spanish. Please see Maribel Magallanes, the person who serves as translator at Memorial Elementary.

# 2019-2020 Campus Site-Based Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Rhonda Sellman | Principal |
| Classroom Teacher | Hilda Martinez | Pre-Kindergarten |
| Classroom Teacher | Jessica Lopez | 1st grade teacher |
| Classroom Teacher | Michelle Rodriguez | Kinder Teacher |
| Classroom Teacher | Lee Anne Van Tilburg | 2nd Grade Teacher |
| Classroom Teacher | Sylvia Guzman | 3rd Grade Teacher |
| Classroom Teacher | Debra Roberts | 4th Grade Teacher |
| Classroom Teacher | Joe Rios | 5th Grade Teacher |
| Classroom Teacher | Jose Martinez | Special Education Teacher |
| Classroom Teacher | Siquio Lozano | P.E. Coach |
| Paraprofessional | Patricia Gonzalez | Campus Secretary |
| Parent | Maribel Magallanes | Parent |
| Community Representative | Carla McCaleb | Business Owner |

# Campus Funding Summary

| | | | State Comp Ed (SCE) | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 3 | | | $0.00 |
| 1 | 2 | 6 | | | $1,385.00 |
| 1 | 3 | 3 | Count Down to STAAR | 164-11-6399-00-111-9-30 | $371.25 |
| 1 | 3 | 3 | Media Aide | | $26,063.00 |
| 1 | 3 | 3 | 3rd Grade Math Resources | | $680.70 |
| 1 | 3 | 3 | 1st Grade Math Manipulatives | | $790.12 |
| 1 | 3 | 3 | 5th Grade Resources | | $850.73 |
| 1 | 3 | 3 | 3rd Grade Resources | | $462.00 |
| 1 | 3 | 3 | 4th Grade Resources | | $800.10 |
| 1 | 3 | 3 | Kinder Manipulatives | | $957.00 |
| 1 | 3 | 3 | 2nd Grade Resouces | | $748.50 |
| 1 | 3 | 3 | 1st Grade Resources | | $157.00 |
| 1 | 3 | 3 | Black Toner Cartridge | | $492.24 |
| 1 | 4 | 3 | Instructional Facilitator | | $81,226.00 |
| 1 | 4 | 4 | Campus Technology Coordinator | | $66,282.00 |
| 1 | 4 | 4 | Technology Aide | | $30,013.00 |
| 1 | 4 | 5 | Scanner | | $438.00 |
| 1 | 4 | 5 | Toner Catridge | | $536.00 |
| 1 | 4 | 5 | 1st Grade Resources | | $622.00 |

| | | | State Comp Ed (SCE) | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 11 | 2 | Library Aide | | $31,736.00 |
| 1 | 11 | 2 | Library Aide | | $31,041.00 |
| | | | | **Sub-Total** | $275,651.64 |
| | | | | **Budgeted Fund Source Amount** | $505,704.00 |
| | | | | **+/- Difference** | $230,052.36 |
| | | | | **Grand Total** | $275,651.64 |