# **Weslaco Independent School District**

# **Memorial Elementary**

**Improvement Plan** 

2020-2021



## **Mission Statement**

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

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

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	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1 : STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service readleaders.	dy 13
Goal 2 : POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance	39
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success.	40
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality, research based training development and support for all employees.	41
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state	·,
and local funding.	43
State Compensatory	45
Budget for Memorial Elementary	45
Personnel for Memorial Elementary	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	49
1.1: Comprehensive Needs Assessment	49
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	49
2.1: Campus Improvement Plan developed with appropriate stakeholders	49
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	50
2.4: Opportunities for all children to meet State standards	50
2.5: Increased learning time and well-rounded education	50
2.6: Address needs of all students, particularly at-risk	50
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	50

3.1: Develop and distribute Parent and Family Engagement Policy	50
Campus Funding Summary	52
Addendums	53

## **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 district 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 habits 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 Progress, 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 Learning**

#### **Student Learning Summary**

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results using Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus administrators in conjunction with teachers meet to desegregate 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	All Subjects	All Subjects	All Subjects	All Subjects
2019 - 90%	2019 - 91%	2019 - 48%	2019 - 88%	2019 - 84%
Reading	Reading	Reading	Reading	Reading
2019 - 92%	2019 - 92%	2019- 38%	2019 - 90%	2019 - 87%
Math	Math	Math	Math	Math
2019 - 94%	2019 - 94%	2019- 66%	2019- 91%	2019 - 84%
Writing	Writing	Writing	Writing	Writing
2019 - 80%	2019 - 80%	2019 - 44%	2019 - 72%	2019 -84%
Science	Science	Science	Science	Science
2019 - 91%	2019 - 91%	2019 - 29%	2019 - 87%	2019 -78%

#### **Student Learning 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 Learning Needs**

**Problem Statement 1:** Only 48% of special education students passed all subjects on STAAR. **Root Cause:** Identified students lack foundational reading and math skills

**Problem Statement 2:** Only 38% of special education students passed the reading STAAR test. **Root Cause:** identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

### **School Processes & Programs**

#### **School Processes & Programs Summary**

Memorial Elementary uses a hiring committee consisting of administrators, counselors, and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. 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**

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

#### **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 Decision Making (SBDM) involves stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students and teachers.

#### **Perceptions Strengths**

- Implementation of *The Seven Habits of Happy Kids*
- A positive learning environment
- Campus personnel works together to address student absences, 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 1,034 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

#### **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 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

#### **Employee Data**

• Professional development needs assessment data

### 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 2021, the number of students who score 70% or better on the Social Studies CBAs will increase from the Spring 2019.

**Evaluation Data Sources:** CBA Data

**Summative Evaluation:** None

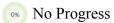
Strategy 1: Strategy 1: Effective Reading Strategies in Social Studies

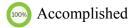
Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grade 5).

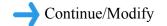
Geographical, political, social and economical influences in history (grades Pre-K-5th)

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks.  Staff Responsible for Monitoring: Campus Administration		Formative
		Nov
Social Studies Strategist		Jan
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: None Funding Sources:		Mar
ESF Levers: None None		Summative
		June

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, and benchmarks		Formative
Staff Responsible for Monitoring: Social Studies Teachers Administrators		Nov
		Jan
Social Studies Strategist		Mar
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Strategy's Expected Result/Impact: Increased perfo	ormance of students on assessments:	Formative Nov
District Benchmarks		
Staff Responsible for Monitoring: Administrators		Jan
Title I Schoolwide Elements: 2.4	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	
ESF Levers: None	State Comp Ed (SCE)	June
Strategy 4: Writing included as part of Social Stud	lies assessments.	
Strategy's Expected Result/Impact: Improved perf	formance for all populations on CBAs and benchmarks	Formative
Staff Responsible for Monitoring: Social Studies C	TIF	Nov
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None None		Summative
ESF Levers: None	Comprehensive Support Strategy	
		June









**Performance Objective 2:** By Spring 2021, 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 2021 and students at the Masters level will increase from 39% to a 40% on the Science STAAR.

**Evaluation Data Sources: STAAR Data** 

**Summative Evaluation:** None

**Strategy 1:** Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science library activities.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR		Formative
Staff Responsible for Monitoring: Science Teachers Science CIF Administrators Science Strategist		Nov
		Jan
		Jan
		Mar
Title I Schoolwide Elements: 2.4	Problem Statements: None	Summative
TEA Priorities: None Funding Sources:		June
ESF Levers: None	State Comp Ed (SCE)	

**Strategy 2:** Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR			
Staff Responsible for Monitoring: Science Teachers Science CIF Administrators			
			Mar
		Problem Statements: None	Summative
TEA Priorities: None Funding Sources:			
State Comp Ed (SCE)			
	Problem Statements: None		

Strategy 3: Professional Learning Communities		
Meet once every six seeks to develop lessons and acti-	vities	
Strategy's Expected Result/Impact: Improved perform	nance for all populations on CBAs, benchmarks, and STAAR	Formative
<b>Staff Responsible for Monitoring:</b> Science Teachers Science CIF Administrators		Nov Jan
Title I Schoolwide Elements: 2.4	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
programs: StemScopes Education Galaxy EduSmart Gizmos		
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr		
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr	ance on assessments:	Formative
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Foss online textbook  Strategy's Expected Result/Impact: Increased perform CBAs	ance on assessments:	Formative Nov
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Foss online textbook  Strategy's Expected Result/Impact: Increased perform CBAs District Benchmarks	ance on assessments:	
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Foss online textbook  Strategy's Expected Result/Impact: Increased perform CBAs	ance on assessments:	Nov
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Foss online textbook  Strategy's Expected Result/Impact: Increased perform CBAs District Benchmarks STAAR	nance on assessments:  Problem Statements: None	Nov Jan Mar
StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Foss online textbook  Strategy's Expected Result/Impact: Increased perform CBAs District Benchmarks STAAR Staff Responsible for Monitoring: Administrators		Jan

**Performance Objective 3:** By Spring 2021, 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 2021.

**Evaluation Data Sources: STAAR Data** 

**Summative Evaluation:** None

**Strategy 1:** Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5)

Updated IFDs

**Backwards Design Document** 

COVID-19 Gap Implementation Tool

Strategy's Expected Result/Impact: Increased performance on Math assessments:		Formative
CBAs		Nov
Benchmarks		_
STAAR		Jan
Staff Responsible for Monitoring: Math CIF		Mar
Campus Administration		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	Math CIF Title 1, Part A \$78,425	

**Strategy 2:** Integrate the application of technology to promote a blended learning environment in Math classrooms through various programs:

- \*Envision Math-SAVVAS
- \*Reasoning Mind
- \*Reflex Math
- \*Imagine Math
- \*Education Galaxy

Strategy's Expected Result/Impact: Increased performance on Math assessments		Formative
CBAs		Nov
Benchmarks		_
STAAR		Jan
Staff Responsible for Monitoring: Math CIF		Mar
Campus Administration		Summative
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	Gunc
ESF Levers: None	Education Galaxy State Comp Ed (SCE) \$899.99	

Strategy 3: Allocate supplemental resources to support math	instruction and assessments reviews	
*TRS  *Mentoring Minds  *Measuring Up  *Fast Focus  *Count Down to STAAR		
*Math Manipulatives		
Strategy's Expected Result/Impact: Increased performance or	n Math assessments:	Formative
CBAs		Nov
Benchmarks		Jan
STAAR		
Staff Responsible for Monitoring: Math CIF		Mar
Campus Administration		Summative
Title I Schoolwide Elements: 2.4	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 4: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics TRS Differentiating Performance Assessments Math Tasks Number/math Talks Math Running Records (Book Study) Nearpod **Formative Strategy's Expected Result/Impact:** Increase performance of students on assessments Nov Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.5, 2.6 Jan **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** Mar None ESF Levers: None **Summative** June Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during PLC meetings to identify areas of need \*CBAs \*Benchmarks \*SAVVAS Placement test \*TEA BOY Assessment (4th-5th) **Formative** Strategy's Expected Result/Impact: Increased performance of students on assessments Nov Staff Responsible for Monitoring: Math CIF **Campus Administration** Jan **Problem Statements:** None Title I Schoolwide Elements: 2.4, 2.5, 2.6 Mar **TEA Priorities:** None **Funding Sources: Summative** None **ESF Levers:** None June % No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 4:** By Spring 2021, 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 2021. By Spring 2021, 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 2021.

**Evaluation Data Sources: STAAR Data** 

**Summative Evaluation:** None

**Strategy 1:** Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses phonics, phonological awareness, shared reading, guided reading, independent reading, fluency, comprehension, and vocabulary, writing, grammar/mechanics.

Strategy's Expected Result/Impact: Improved perform	nance on the Reading and Writing assessments:	Formative
CBAs, Benchmarks, STAAR assessments	-	Nov
Staff Responsible for Monitoring: ELAR CIF Principal		Jan
ELAR Strategist		Mar
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development. \* Writing Across the Curriculum through Write to Learn strategies \* Abydos Literacy Learning \* TEKS resource system \*Region One **Formative** Strategy's Expected Result/Impact: Improved performance on writing assessments: Nov **CBAs** Jan Benchmarks STAAR Assessments Mar Writing Prompts **Spelling Assessments Summative** Staff Responsible for Monitoring: ELAR CIF June **ELAR Strategist** Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** None **ESF Levers:** None

**Strategy 3:** Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5)

Strategy's Expected Result/Impact: Improved performance on reading and writing assessments:	
	Nov
	_
	Jan
Staff Responsible for Monitoring: Administration ELAR Strategist	
	Summative
Problem Statements: None	June
Title I Schoolwide Elements: 2.4  Problem Statements: None  TEA Priorities: None  Funding Sources:	
Instructional Facilitator State Comp Ed (SCE) \$81,226	
	n Problem Statements: None

mance on reading and writing assessments:	Formative
	Nov
	Jan
	Mar
	Summative
Problem Statements: None	June
Funding Sources:	
Campus Technology Coordinator State Comp Ed (SCE) \$66,282 Technology Aide State Comp Ed (SCE) \$30,013	
_ 1	Funding Sources:

**Strategy 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

Strategy's Expected Result/Impact: Improved perfo	ormance on phonics and reading levels in Kinder-2nd grades.	Formative
Phonics Levels IRI's		Nov
Staff Responsible for Monitoring: Teachers		Jan
Administrators		Mar
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Summativ
THE A.D. '4' NI	Funding Courses	T
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None g level, sight word identification, performance on CBAs, and b	
eategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides are	None g level, sight word identification, performance on CBAs, and beacher guides	enchmarks.
rategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides ar Strategy's Expected Result/Impact: Improve performance of the student activities are strategy's Expected Result/Impact: Improve performance of the student activities guides are strategy's Expected Result/Impact: Improve performance of the student activities guides are strategy's Expected Result/Impact: Improve performance of the student activities guides are strategy's Expected Result/Impact: Improve performance of the student activities guides are strategy and the strategy are strategy and the strategy activities guides are strategy and the strategy and the strategy activities guides are strategy activities guides are strategy and the strategy activities guides are strategy and the strategy activities guides are strategy activities guides are strategy and the strategy activities guides are strategy and the strategy activities guides are strategy and the strategy activities guides are strategy activities guides are strategy and strategy activities guides are strategy activities guides are st	None g level, sight word identification, performance on CBAs, and beacher guides	enchmarks.  Formative
eategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides are	None g level, sight word identification, performance on CBAs, and beacher guides	Formative Nov
rategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides ar Strategy's Expected Result/Impact: Improve perfor Staff Responsible for Monitoring: Teachers Administration	None g level, sight word identification, performance on CBAs, and bend teacher guides mance on reading levels, CBAs, and benchmarks	Formative Nov Jan
eategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides are Strategy's Expected Result/Impact: Improve perfor Staff Responsible for Monitoring: Teachers Administration  Title I Schoolwide Elements: 2.4	None  g level, sight word identification, performance on CBAs, and bend teacher guides  mance on reading levels, CBAs, and benchmarks  Problem Statements: None	Formative Nov
rategy 6: Students will monitor their own reading archase Leader in Me binders for students archase Leader in Me student activities guides ar Strategy's Expected Result/Impact: Improve perfor Staff Responsible for Monitoring: Teachers Administration	None g level, sight word identification, performance on CBAs, and bend teacher guides mance on reading levels, CBAs, and benchmarks	Formative Nov Jan

**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 Sources:** Brochures

Flyers

Stratagy's Evnected Result/Impact: Students will b	pecome aware of various careers and college ontions	Formative
Strategy's Expected Result/Impact: Students will become aware of various careers and college options  Staff Responsible for Monitoring: Counselors		Nov
Teachers		Jan
Title I Schoolwide Elements: 2.4, 3.1	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
rategy 2: Conduct a Leadership Rallly		
	become aware of the importance of higher education and college options	Formativ
	become aware of the importance of higher education and college options	Formativ
Strategy's Expected Result/Impact: Students will be	pecome aware of the importance of higher education and college options  Problem Statements: None	
Strategy's Expected Result/Impact: Students will be Staff Responsible for Monitoring: Counselors		Nov
Strategy's Expected Result/Impact: Students will be Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan

Strategy's Expected Result/Impact: Students will b	ecome aware of the meaning and the reason of Just Say No Week	Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Red Ribbon Week Just Say No Week activities and speakers D.A.V.E. Lessons		
Strategy's Expected Result/Impact: Students will b	ecome aware of the consequences of drug use and alternatives to drug use.	Formative
ον 1 1	come aware of the consequences of arag ase and atternatives to arag ase.	
Staff Responsible for Monitoring: Counselors	cooline aware of the consequences of arag use and attendances to arag use.	Nov
	Problem Statements: None	Nov Jan
Staff Responsible for Monitoring: Counselors	Problem Statements: None Funding Sources:	
Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 3.1	Problem Statements: None	Jan Mar
Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 3.1 TEA Priorities: None	Problem Statements: None Funding Sources:	Jan
Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 3.1 TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources:	Jan Mar Summative
Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 3.1 TEA Priorities: None ESF Levers: None	Problem Statements: None  Funding Sources: None  y providing lessons on anti-bullying and Leader in Me lessons.	Jan Mar Summative June
Staff Responsible for Monitoring: Counselors  Title I Schoolwide Elements: 2.4, 3.1  TEA Priorities: None  ESF Levers: None  Strategy 5: Create an anti-bullying environment by	Problem Statements: None  Funding Sources: None  y providing lessons on anti-bullying and Leader in Me lessons.	Jan Mar Summative June Formative Nov
Staff Responsible for Monitoring: Counselors  Title I Schoolwide Elements: 2.4, 3.1  TEA Priorities: None  ESF Levers: None  Strategy 5: Create an anti-bullying environment by Strategy's Expected Result/Impact: Students will less Staff Responsible for Monitoring: Counselors	Problem Statements: None  Funding Sources: None  y providing lessons on anti-bullying and Leader in Me lessons.	Jan Mar Summative June Formative Nov Jan
Staff Responsible for Monitoring: Counselors  Title I Schoolwide Elements: 2.4, 3.1  TEA Priorities: None  ESF Levers: None  Strategy 5: Create an anti-bullying environment by Strategy's Expected Result/Impact: Students will less Staff Responsible for Monitoring: Counselors Teachers	Problem Statements: None  Funding Sources: None  y providing lessons on anti-bullying and Leader in Me lessons.  earn and understand The Seven Habits of Happy Kids	Jan Mar Summative June Formative Nov

Strategy's Expected Result/Impact: Students will become aware of strategies and techniques they can learn and implement during		nd implement during Formative
stressful situations.		Nov
Staff Responsible for Monitoring: Counselor		Jan
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Problem Statements: None	Mar
TEA Priorities: None	<b>Funding Sources:</b>	
ESF Levers: None	None	Summative
		June

**Performance Objective 6:** By Spring 2020, the number of ELL students who score at the Approaches Level on all STAAR assessments will increase. In Reading it will increase from 87% in Spring 2019 to 90%. In Math it will increase from 85% in Spring 2019 to 90%. In Writing it will increase from 84% in Spring 2019 to 90%. In Science, it will increase from 78% in Spring 2019 to 85%.

**Evaluation Data Sources: STAAR Data** 

Strategy 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	
Strategy's Expected Result/Impact: Improve performance on all assessments of LEP students	Formative
CBAs	Nov
Benchmarks	
STAAR	Jan
Staff Responsible for Monitoring: Teachers	Mar
Administration	Summative
Bilingual Director	Summative
ELAR Strategist	June
Title I Schoolwide Elements: 2.6 Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None	

**Strategy 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.

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success		Formative
Staff Responsible for Monitoring: Teaches		Nov
Administration Bilingual Director		Jan
Γitle I Schoolwide Elements: 2.4	Problem Statements: None	Mar
ΓΕΑ Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

**Performance Objective 7:** By May 2021, all identified dyslexic students will read on grade level and STAAR scores will increase by 5% in Reading.

**Evaluation Data Sources:** Comply with the Texas Dyslexia Handbook

Strategy's Expected Result/Impact: Improved scores on CBAs, benchmarks, and STAAR		Formative
Staff Responsible for Monitoring: Dyslexia Tea	cher	Nov
Campus Administration		Jan
Dyslexia Coordinator		
Title I Schoolwide Elements: 2.6	Problem Statements: None	Mar
TEA Priorities: None	<b>Funding Sources:</b>	Summativ
ESF Levers: None	None	June
Strategy's Expected Result/Impact: Improved so		
Strategy's Expected Result/Impact: Improved so Staff Responsible for Monitoring: Dyslexia Tead General Ed Teacher	cores on CBAs, benchmarks, and STAAR	Formative Nov Jan
Strategy's Expected Result/Impact: Improved so Staff Responsible for Monitoring: Dyslexia Tead General Ed Teacher Campus Administration	cores on CBAs, benchmarks, and STAAR	Jan
Strategy's Expected Result/Impact: Improved so Staff Responsible for Monitoring: Dyslexia Tead General Ed Teacher	cores on CBAs, benchmarks, and STAAR	Nov
Strategy's Expected Result/Impact: Improved so Staff Responsible for Monitoring: Dyslexia Teac General Ed Teacher Campus Administration Dyslexia Coordinator	cores on CBAs, benchmarks, and STAAR cher	Nov Jan Mar

**Performance Objective 8:** By Spring 2021, 100% of GT students (3rd-5th) will score masters level on all STAAR tests.

**Evaluation Data Sources: STAAR Data** 

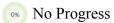
Strategy's Expected Result/Impact: All GT Students will be serviced by teachers that are in compliance with Texas State Plan.		Formativ
Teachers will know and understand how to meet the needs of GT students.		Nov
Staff Responsible for Monitoring: GT teacher CIF		Jan
Title I Schoolwide Elements: 2.4	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summativ
ESF Levers: None	None	June
	er of GT students receiving Masters level on STAAR.	Formativ
Strategy's Expected Result/Impact: Data will show	w an increase in students receiving Masters level on STAAR.	
		Nov
<b>Staff Responsible for Monitoring:</b> GT Teachers		
Staff Responsible for Monitoring: GT Teachers CIF		Jan
•	Problem Statements: None	
CIF	Problem Statements: None Funding Sources:	Mar
CIF Title I Schoolwide Elements: 2.4		

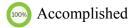
Strategy's Expected Result/Impact: Areas will be identified and action place will be put in place to achieve areas of improvements.		Formative
Staff Responsible for Monitoring: QUEST teacher		Nov
GT teachers Administration		Jan
Title I Schoolwide Elements: 2.4, 2.6  Problem Statements: None		Mar
TEA Priorities: None Funding Sources:		Summativ
ESF Levers: None	None	June

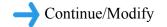
**Performance Objective 9:** By Spring 2021; 100% of K-2nd grade migrant students will be reading on grade level. By Spring 2021, 100% of migrant students (3rd-5th) will pass all STAAR tests.

Evaluation Data Sources: IRI, Istation, Benchmarks, and STAAR

<b>Strategy 1:</b> Provide tutoring in Reading during the regular	school days.	
Strategy's Expected Result/Impact: Improved guided reading	g levels	Formative
Increase lexile number		Nov
Istation Results		Jan
IRI CBAs		Jan
Benchmarks		Mar
Staff Responsible for Monitoring: Migrant Specialist		Summative
General Teacher		June
Facilitator		dunc
Title I Schoolwide Elements: 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Strategy 2: Students will use Plato Web Learning and the I	LightSpan Program during Migrant Lab time to improve reading sk	
Strategy's Expected Result/Impact: Increase lexile number		Formative
Istation Results		Nov
IRI CBAs		Jan
Benchmarks		N
Staff Responsible for Monitoring: Migrant Specialist		Mar
Facilitator		Summative
District Migrant Coordinator		June
Title I Schoolwide Elements: 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	









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

Evaluation Data Sources: Choir rosters

Programs UIL rosters

Strategy's Expected Result/Impact: Students will be successful during performances.  Staff Responsible for Monitoring: Music teacher		Formativ
		Nov
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None ESF Levers: None	Funding Sources: None	Mar
		Summati
		June
trategy 2: Students will compete and have a high	h level of success through UIL	1
trategy 2: Students will compete and have a high Strategy's Expected Result/Impact: Students will be		Formati
Strategy's Expected Result/Impact: Students will be Staff Responsible for Monitoring: UIL coordinator	be successful at UIL competitions.	Formati Nov
Strategy's Expected Result/Impact: Students will be	be successful at UIL competitions.	
Strategy's Expected Result/Impact: Students will be Staff Responsible for Monitoring: UIL coordinator	be successful at UIL competitions.	Nov Jan
Staff Responsible for Monitoring: UIL coordinator UIL Coaches	be successful at UIL competitions.	

Strategy's Expected Result/Impact: Students will participate in local shows and competitions.		
Staff Responsible for Monitoring: Music/Art teacher		
Title I Schoolwide Elements: 2.4, 2.5  Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None		Summative
		June

**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 Sources:** Library Circulation Statistics

**Summative Evaluation:** None

**Strategy 1:** Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.

Strategy's Expected Result/Impact: Increase in scores	Strategy's Expected Result/Impact: Increase in scores on CBAs, benchmarks, IRIs and STAAR	
Staff Responsible for Monitoring: Library Staff		Nov
Teachers Administration	Teachers	
Title I Schoolwide Elements: 2.4 Problem Statements: None		Mar
TEA Priorities: None Funding Sources:		Summative
ESF Levers: None	None	June

**Strategy 2:** Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading.

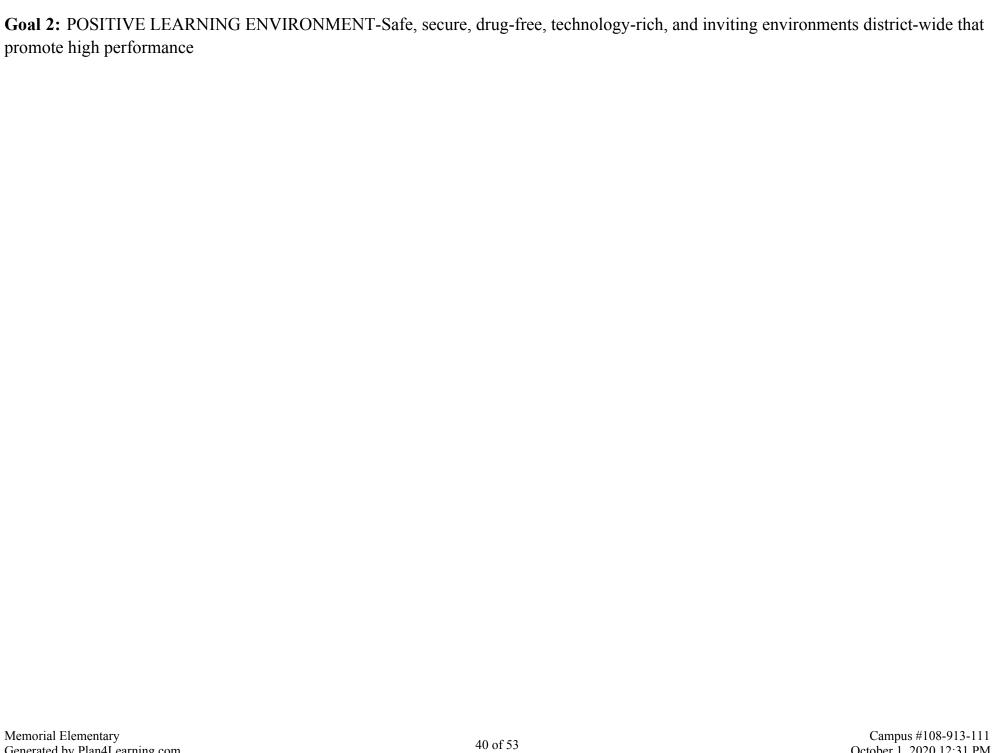
Strategy's Expected Result/Impact: Students will become better readers and become life long readers.		Formative
Staff Responsible for Monitoring: Library St	aff	Nov
Teachers Administration		Jan
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	Library Aide State Comp Ed (SCE) \$31,736 Library Aide State Comp Ed (SCE) \$31,041	June
% No Progress	Accomplished   Continue/Modify   Discontinue	<u> </u>

**Performance Objective 12:** 100% of students will participate in Physical Education

**Evaluation Data Sources:** Lesson Plans

**Summative Evaluation: None** 

Strategy's Expected Result/Impact: Students will become healthier.  Staff Responsible for Monitoring: Administration		
Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: None		
TEA Priorities: None Funding Sources:		
ESF Levers: None None		
		June



**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 Sources:** Parent Surveys

Parent Advisory Council

**Summative Evaluation:** None

Strategy's Expected Result/Impact: Parents will become informed and participate in their child's education.		Forma
Staff Responsible for Monitoring: Principal		Nov
Secretary		Jan
Teachers		
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Ma
TEA Priorities: None	Funding Sources:	Summa
	None ystem for tracking parent participation by volunteer hours.	
	ystem for tracking parent participation by volunteer hours.	Forma
ategy 2: Recruit and continue to implement a s	ystem for tracking parent participation by volunteer hours.  umber of volunteers	Forma Nov
ategy 2: Recruit and continue to implement a systemategy's Expected Result/Impact: Increase the nu	ystem for tracking parent participation by volunteer hours.  umber of volunteers	Forma
ategy 2: Recruit and continue to implement a systemategy's Expected Result/Impact: Increase the nu Staff Responsible for Monitoring: Parent Specialis	ystem for tracking parent participation by volunteer hours.  umber of volunteers  t  Problem Statements: None  Funding Sources:	Forma
Strategy's Expected Result/Impact: Increase the nu Staff Responsible for Monitoring: Parent Specialis Title I Schoolwide Elements: 3.1, 3.2	ystem for tracking parent participation by volunteer hours.  umber of volunteers  t  Problem Statements: None	Forma No

**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 Sources:** TAPR report

**Summative Evaluation:** None

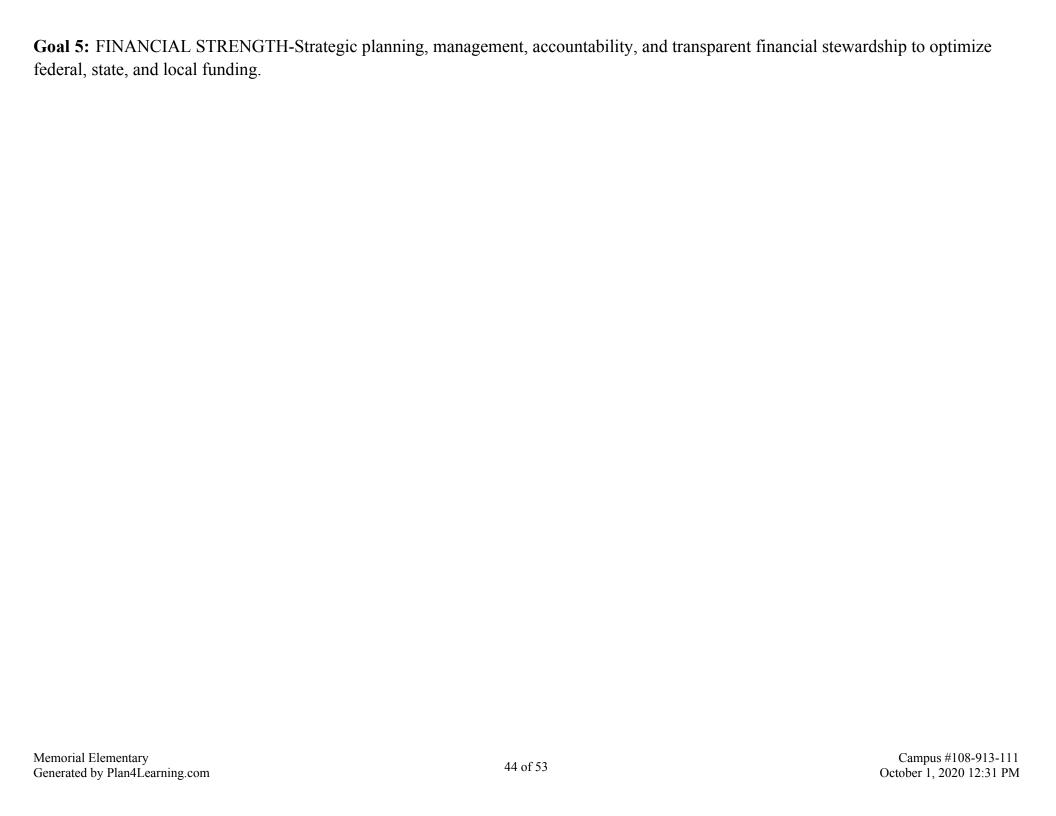
Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support. **Formative** Strategy's Expected Result/Impact: An increase in bilingual certified teachers Nov Staff Responsible for Monitoring: Principal **Bilingual Chairs** Jan Title I Schoolwide Elements: 26 **Problem Statements:** None Mar **Funding Sources: TEA Priorities:** None Summative None **ESF Levers:** None June **Strategy 2:** Research and create a staff awards and incentive program **Formative** Strategy's Expected Result/Impact: Retain teachers Nov Staff Responsible for Monitoring: Administration Jan **Title I Schoolwide Elements:** None **Problem Statements:** None **Funding Sources: TEA Priorities:** None Mar None **ESF Levers:** None Summative June % No Progress Accomplished Continue/Modify **X** Discontinue

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

**Evaluation Data Sources:** Eduphoria and sign in sheets

**Summative Evaluation:** None

Strategy's Expected Result/Impact: Mentor assignment and mentor feedback		
Staff Responsible for Monitoring: Administration	Nov	
Title I Schoolwide Elements: 2.4 Problem Statements: None		Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summativ
ategy 2: Provide opportunities and encourag  Strategy's Expected Result/Impact: Training re-	ge teachers and principals to seek additional training in meeting	1
Strategy's Expected Result/Impact: Training re-		g the needs of the campus.
		g the needs of the campus.  Formative
Strategy's Expected Result/Impact: Training results Responsible for Monitoring: Principal	ecords, documentation	g the needs of the campus.  Formative Nov
Strategy's Expected Result/Impact: Training results of the Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Problem Statements: None	g the needs of the campus.  Formative  Nov  Jan



# **State Compensatory**

# **Budget for Memorial Elementary**

Account Title	<u>Budget</u>
6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,511.00
6119 Salaries or Wages - Teachers and Other Professional Personnel	\$80,476.00
6129 Salaries or Wages for Support Personnel	\$29,263.00
6129 Salaries or Wages for Support Personnel	\$23,896.00
6129 Salaries or Wages for Support Personnel	\$58,526.00
6129 Salaries or Wages for Support Personnel	\$61,277.00
6129 Salaries or Wages for Support Personnel	\$33,886.00
6141 Social Security/Medicare	\$424.00
6141 Social Security/Medicare	\$346.00
6141 Social Security/Medicare	\$950.00
6141 Social Security/Medicare	\$367.00
6141 Social Security/Medicare	\$1,167.00
6141 Social Security/Medicare	\$491.00
6142 Group Health and Life Insurance	\$5,779.00
6142 Group Health and Life Insurance	\$5,779.00
6142 Group Health and Life Insurance	\$5,779.00
6142 Group Health and Life Insurance	\$11,558.00
6142 Group Health and Life Insurance	\$5,779.00
6142 Group Health and Life Insurance	\$5,779.00
6143 Workers' Compensation	\$88.00
6143 Workers' Compensation	\$72.00
	6119 Salaries or Wages - Teachers and Other Professional Personnel 6119 Salaries or Wages - Teachers and Other Professional Personnel 6129 Salaries or Wages for Support Personnel 6141 Social Security/Medicare 6142 Group Health and Life Insurance

Account Code	Account Title	Budget
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
164.11.6145.00.111.8.30	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 Subtot	al: \$405,417.00
6200 Professional and Contract	ted 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 Subtot	al: \$1,745.00
6300 Supplies and Services		
164.11.6399.00.111.8.30	6399 General Supplies	\$18,750.00

Account Code	Account Title	<u>Budget</u>
164.11.6399.57.111.8.30	6399 General Supplies	\$441.00
	6300 Subtotal:	\$19,191.00

# **Personnel for Memorial Elementary**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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 Elementary 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 person who serves 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 accelerated curriculum that includes programs, activities 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 Engagement 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.

# **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	2			\$0.00
1	3	2	Education Galaxy		\$899.99
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	11	2	Library Aide		\$31,736.00
1	11	2	Library Aide		\$31,041.00
		•		Sub-Total	\$241,197.99
Budgeted Fund Source Amount			\$485,350.00		
				+/- Difference	\$244,152.01
Grand Total					\$241,197.99

# **Addendums**