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.

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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 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 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.			**Formative**
Staff Responsible for Monitoring: Campus Administration Social Studies Strategist			**Nov** **Jan**
Title I Schoolwide Elements: 2.4		**Problem Statements:** None	**Mar**
TEA Priorities: None		**Funding Sources:** None	**Summative**
ESF Levers: None			**June**

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, and benchmarks		**Formative**
Staff Responsible for Monitoring: Social Studies Teachers Administrators Social Studies Strategist		**Nov**
		Jan
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: Integrate the application of technology to promote a blended learning environment in social studies classrooms through various programs: Envision Social Studies-Pearson		
Strategy's Expected Result/Impact: Increased performance of students on assessments: CBAs District Benchmarks		**Formative**
		Nov
Staff Responsible for Monitoring: Administrators		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE)	**Summative**
ESF Levers: None		**June**

Strategy 4: Writing included as part of Social Studies assessments.		
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks		**Formative**
Staff Responsible for Monitoring: Social Studies CIF		**Nov**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
Comprehensive Support Strategy		**June**
Additional Targeted Support Strategy		

No Progress | Accomplished | → Continue/Modify | ✕ Discontinue

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** **Mar**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE)	**June**
ESF Levers: None		

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		**Formative**
Staff Responsible for Monitoring: Science Teachers Science CIF Administrators Science Strategist		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** State Comp Ed (SCE)	**June**
ESF Levers: None		

Strategy 3: Professional Learning Communities

Meet once every six seeks to develop lessons and activities

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

Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various programs:
StemScopes
Education Galaxy
EduSmart
Gizmos
Science4Us
Brain Pop Jr
Foss online textbook

	Formative
Strategy's Expected Result/Impact: Increased performance on assessments: CBAs District Benchmarks STAAR	**Nov**
	Jan
Staff Responsible for Monitoring: Administrators	**Mar**
Title I Schoolwide Elements: 2.4, 2.5 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

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

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

0% No Progress	100% 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 performance on the Reading and Writing assessments: CBAs, Benchmarks, STAAR assessments		**Formative**
		Nov
Staff Responsible for Monitoring: ELAR CIF Principal ELAR Strategist		**Jan**
		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: 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: CBAs Benchmarks STAAR Assessments Writing Prompts Spelling Assessments	**Nov** **Jan** **Mar**
	Summative
Staff Responsible for Monitoring: ELAR CIF ELAR Strategist Administration	**June**
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)

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

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
Think Central
Google Classroom
Socrative
Story Bird
Reading A-Z
MyOn
Istation
Tess Teach
Brain Pop Jr.
Quizlet
MyOn Newslea
Ted Ed.
Accelerated Reader

	Formative
Strategy's Expected Result/Impact: Improved performance on reading and writing assessments: CBAs Benchmarks STAAR Assessments	**Nov**
	Jan
Staff Responsible for Monitoring: Teachers Administrators Campus CTC	**Mar**
	Summative
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	Campus Technology Coordinator State Comp Ed (SCE) $66,282 Technology Aide State Comp Ed (SCE) $30,013	

Strategy 5: Implement SIPPS reading program in kinder-2nd grade.	
Strategy's Expected Result/Impact: Improved performance on phonics and reading levels in Kinder-2nd grades. Phonics Levels IRI's **Staff Responsible for Monitoring:** Teachers Administrators	**Formative** **Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** None	**June**
ESF Levers: None	

Strategy 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	
Strategy's Expected Result/Impact: Improve performance on reading levels, CBAs, and benchmarks **Staff Responsible for Monitoring:** Teachers Administration	**Formative** **Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative**
ESF Levers: None	**June**
Comprehensive Support Strategy	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Summative Evaluation: None

Strategy 1: Implement career and college readiness activities: Career Day / University T-shirt Day every Thursday		Formative
Strategy's Expected Result/Impact: Students will become aware of various careers and college options		**Nov**
Staff Responsible for Monitoring: Counselors / Teachers		**Jan**
Title I Schoolwide Elements: 2.4, 3.1	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 2: Conduct a Leadership Rallly		Formative
Strategy's Expected Result/Impact: Students will become aware of the importance of higher education and college options		**Nov**
Staff Responsible for Monitoring: Counselors		**Jan**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 3: Conduct a Just Say No Assembly to kick off Just Say No Week		
Strategy's Expected Result/Impact: Students will become 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:** None	**Mar**
ESF Levers: None		**Summative**
		June

Strategy 4: Implement drug prevention activities: Red Ribbon Week Just Say No Week activities and speakers D.A.V.E. Lessons		
Strategy's Expected Result/Impact: Students will become aware of the consequences of drug use and alternatives to drug use.		**Formative**
Staff Responsible for Monitoring: Counselors		**Nov**
Title I Schoolwide Elements: 2.4, 3.1	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June

Strategy 5: Create an anti-bullying environment by providing lessons on anti-bullying and Leader in Me lessons.		
Strategy's Expected Result/Impact: Students will learn and understand The Seven Habits of Happy Kids		**Formative**
Staff Responsible for Monitoring: Counselors Teachers		**Nov**
		Jan
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**

Strategy 6: Provide counseling services and guidance lessons for K-5th grade students.

	Formative
Strategy's Expected Result/Impact: Students will become aware of strategies and techniques they can learn and implement during stressful situations.	Nov
Staff Responsible for Monitoring: Counselors	Jan
	Mar

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
None

Summative
June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Summative Evaluation: None

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 CBAs Benchmarks STAAR	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Teachers Administration Bilingual Director ELAR Strategist	**Summative** **June**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
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.

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

⬤ 0% No Progress　　⬤ 100% Accomplished　　➡ Continue/Modify　　✖ Discontinue

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

Summative Evaluation: None

Strategy 1: Implement Barton reading program with fidelity.		
Strategy's Expected Result/Impact: Improved scores on CBAs, benchmarks, and STAAR		**Formative**
Staff Responsible for Monitoring: Dyslexia Teacher Campus Administration Dyslexia Coordinator		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Strategy 2: Implement accommodations to assist students in the reading and writing for eligible students		
Strategy's Expected Result/Impact: Improved scores on CBAs, benchmarks, and STAAR		**Formative**
Staff Responsible for Monitoring: Dyslexia Teacher General Ed Teacher Campus Administration Dyslexia Coordinator		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Summative Evaluation: None

Strategy 1: Monitor to ensure that 100% of classroom teachers have received training in the Nature and Needs Assessment of gifted students.		
Strategy's Expected Result/Impact: 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.		**Formative**
		Nov
Staff Responsible for Monitoring: GT teacher CIF		**Jan**
		Mar
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Strategy 2: Desegregate data regarding the number of GT students receiving Masters level on STAAR.		
Strategy's Expected Result/Impact: Data will show an increase in students receiving Masters level on STAAR.		**Formative**
Staff Responsible for Monitoring: GT Teachers CIF		**Nov**
		Jan
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		**Summative**
		June

Strategy 3: Identify areas needing improvement and develop curriculum and engaging instructional support	
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 GT teachers Administration	**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.6 **Problem Statements:** None	
TEA Priorities: None **Funding Sources:** None	**Summative** **June**
ESF Levers: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Summative Evaluation: None

Strategy 1: Provide tutoring in Reading during the regular school days.	
Strategy's Expected Result/Impact: Improved guided reading levels Increase lexile number Istation Results IRI CBAs Benchmarks	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Migrant Specialist General Teacher Facilitator	**Summative** **June**

Title I Schoolwide Elements: 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	

Strategy 2: Students will use Plato Web Learning and the LightSpan Program during Migrant Lab time to improve reading skills.	
Strategy's Expected Result/Impact: Increase lexile number Istation Results IRI CBAs Benchmarks	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: Migrant Specialist Facilitator District Migrant Coordinator	**Summative** **June**

Title I Schoolwide Elements: 2.6	**Problem Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	

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

Evaluation Data Sources: Choir rosters
Programs
UIL rosters

Summative Evaluation: None

Strategy 1: The music department will perform at school events and programs such as: Christmas Program Talent Show			
Strategy's Expected Result/Impact: Students will be successful during performances.		**Formative**	
Staff Responsible for Monitoring: Music teacher		**Nov**	
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Jan**	
TEA Priorities: None	**Funding Sources:** None	**Mar**	
ESF Levers: None		**Summative**	
		June	
Strategy 2: Students will compete and have a high level of success through UIL			
Strategy's Expected Result/Impact: Students will be successful at UIL competitions.		**Formative**	
Staff Responsible for Monitoring: UIL coordinator UIL Coaches		**Nov**	
		Jan	
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Mar**	
TEA Priorities: None	**Funding Sources:** None		
ESF Levers: None		**Summative**	
		June	

Strategy 3: The art department will work with local arts advocacy groups to promote the arts through shows and competitions.		
Strategy's Expected Result/Impact: Students will participate in local shows and competitions.		**Formative**
Staff Responsible for Monitoring: Music/Art teacher		**Nov**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 on CBAs, benchmarks, IRIs and STAAR		**Formative**
Staff Responsible for Monitoring: Library Staff Teachers Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: 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 Staff Teachers Administration		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** Library Aide State Comp Ed (SCE) $31,736 Library Aide State Comp Ed (SCE) $31,041	**Summative**
ESF Levers: None		**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Evaluation Data Sources: Lesson Plans

Summative Evaluation: None

Strategy 1: Students will attend PE & Health classes with each of the three different coaches.		
Strategy's Expected Result/Impact: Students will become healthier.		**Formative**
Staff Responsible for Monitoring: Administration PE Coaches		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ 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 Sources: Parent Surveys
Parent Advisory Council

Summative Evaluation: None

Strategy 1: Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Remind 101, KWES and Facebook.		
Strategy's Expected Result/Impact: Parents will become informed and participate in their child's education.		**Formative**
Staff Responsible for Monitoring: Principal Secretary Teachers		**Nov** **Jan** **Mar**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Strategy 2: Recruit and continue to implement a system for tracking parent participation by volunteer hours.		
Strategy's Expected Result/Impact: Increase the number of volunteers		**Formative**
Staff Responsible for Monitoring: Parent Specialist		**Nov**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** Parent Specialist Title 1, Part A $51,308	**Mar**
ESF Levers: None		**Summative**
		June
⬭ 0% No Progress ⬤ 100% Accomplished ➡ Continue/Modify ✕ 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 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.		
Strategy's Expected Result/Impact: An increase in bilingual certified teachers		**Formative**
Staff Responsible for Monitoring: Principal Bilingual Chairs		**Nov**
		Jan
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	**Mar**
TEA Priorities: None	**Funding Sources:** None	**Summative**
ESF Levers: None		**June**
Strategy 2: Research and create a staff awards and incentive program		
Strategy's Expected Result/Impact: Retain teachers		**Formative**
Staff Responsible for Monitoring: Administration		**Nov**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ 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 1: Provide mentors and induction training for new teachers.		
Strategy's Expected Result/Impact: Mentor assignment and mentor feedback		**Formative**
Staff Responsible for Monitoring: Administration		**Nov**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June
Strategy 2: Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the campus.		
Strategy's Expected Result/Impact: Training records, documentation		**Formative**
Staff Responsible for Monitoring: Principal		**Nov**
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Jan**
TEA Priorities: None	**Funding Sources:** None	**Mar**
ESF Levers: None		**Summative**
		June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue		

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

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
164.11.6129.00.111.8.30	6129 Salaries or Wages for Support Personnel	$29,263.00
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
164.11.6141.00.111.8.30	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
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
164.11.6143.00.111.8.30	6143 Workers' Compensation	$88.00
164.11.6143.00.111.8.34	6143 Workers' Compensation	$72.00

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 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**
6300 Supplies and Services		
164.11.6399.00.111.8.30	6399 General Supplies	$18,750.00

Account Code	Account Title	Budget
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 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