

Weslaco Independent School District

North Bridge Elementary

Improvement Plan

2020-2021



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Bridge Elementary is located in Weslaco, Texas. It is one of nine elementary schools in Weslaco ISD. The campus is surrounded by government housing assistance apartments where some of our students reside. The student population at North Bridge Elementary is approximately 757 and serves students in grades PK through 5th. According to the 2019-2020 PEIMS Data Review, our campus profile consists of: 99% Hispanic population, 76% At-Risk, 95% Economically Disadvantaged, and 35% Bilingual.

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

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

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

Demographics Strengths

At North Bridge Elementary:

- *Attendance rate is 97.2%*
- 36% of EL population showed growth on the TELPAS composite score
- 50% of 3rd - 5th students scored Meets or higher GL Standard in Mathematics
- 44% of 3rd - 5th students scored Meets GL Standard overall.
- 6 out of 6 Academic Distinctions
- 75% classroom teachers are Bilingual Certified
- READ program is hosted on an annual basis
- Students participate in extracurricular activities such as Student Clubs, Student Ambassador, Robotics, and Academic UIL.
- Students are given the opportunity to interview and take leadership roles such as: Master of Ceremony, Greeter (Classroom and Campus), Culinary Leader, News Anchor Team through the Leader in Me program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 19% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: Only 28% of our EL students scored Meets or higher in the Reading STAAR. **Root Cause:** Teachers need to incorporate differentiation of instruction for the EL population.

Student Learning

Student Learning Summary

The table below shows the 2018-2019 STAAR's Approaches, Meets, and Master Performance Levels by grade level and subject assessed.

Students	All	Hispanic	Eco Dis	EL	SPED	GT
3rd Reading						
Approaches	85%	85%	84%	82%	57%	100%
Meets	40%	40%	37%	26%	14%	89%
Masters	24%	24%	21%	17%	0%	78%
3rd Mathematics						
Approaches	88%	88%	88%	88%	43%	100%
Meets	56%	56%	53%	41%	29%	100%
Masters	23%	23%	20%	8%	0%	78%
4th Reading						
Approaches	81%	81%	79%	64%	33%	100%
Meets	41%	40%	40%	18%	0%	70%
Masters	18%	18%	14%	3%	0%	60%
4th Mathematics						
Approaches	80%	80%	79%	72%	0%	100%
Meets	44%	43%	42%	31%	0%	100%
Masters	21%	21%	23%	13%	0%	90%
4th Writing						
Approaches	66%	64%	63%	44%	0%	100%
Meets	33%	33%	34%	10%	0%	90%
Masters	8%	9%	8%	0%	0%	20%
5th Reading						
Approaches	70%	69%	68%	51%	0%	100%
Meets	34%	33%	32%	12%	0%	86%
Masters	15%	15%	15%	5%	0%	86%

Students	All	Hispanic	Eco Dis	EL	SPED	GT
5th Math						
Approaches	84%	84%	81%	82%	43%	100%
Meets	50%	49%	33%	39%	14%	100%
Masters	26%	26%	12%	19%	0%	57%
5th Science						
Approaches	77%	78%	78%	69%	57%	100%
Meets	49%	48%	49%	41%	0%	86%
Masters	24%	23%	23%	10%	0%	57%

Student Learning Strengths

- North Bridge Elementary received a "B" Rating in our Texas Academic Performance Report in 2019.
- North Bridge Elementary received 6 out of 6 Distinctions in the Texas Academic Performance Report in 2019.
- 50% of our 3rd - 5th graders scored a Meets GL Standard in Mathematics.
- 39% of our 3rd - 5th graders scored a Meets GL Standard in ELA/Reading.
- 49% of our 5th graders scored a Meets GL Standard in Science.
- Currently, we are starting the 4th year of the Leader in Me process.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 19% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: Only 28% of our EL students scored Meets or higher in the Reading STAAR. **Root Cause:** Teachers need to incorporate differentiation of instruction for the EL population.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teachers' years of service
- Teachers with graduate degrees
- ELPS LIAG trained teachers

- Bilingual Certified Teachers
- GT Core Trained Teachers
- Common Sense School

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 19% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundation reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: Only 28% of our EL students scored Meets or higher in the Reading STAAR. **Root Cause:** Teachers need to incorporate differentiation of instruction for the EL population.

Perceptions

Perceptions Summary

Staff is using Leader in Me language with students to ensure a positive learning environment.

This year, to improve our campus school climate, we will have various school events to showcase our students, staff, and parents. During our Campus Needs Assessment meeting, staff included various ideas and initiatives we could implement to make our school great.

The initiatives are:

- establish warm, welcoming relationships between students, parents, staff, and administration.
- continue with building beautification projects
- supplying good quality furniture for Pre-K classrooms
- allocate money for sound curriculum resources such as Sharon Wells and Mentoring Minds resources
- Literacy Night
- Career Day
- AR celebrations/recognitions
- Fall Festival
- Student success through literacy focus
- Team-Building Activities (Booster Meetings)
- Including staff members in leadership development

Perceptions Strengths

- North Star Awards
- Meet the Teacher Nights
- Fall Festival
- Report Card Nights
- Week of Appreciation for Teachers
- Active Parental Involvement
- Close partnerships with community organizations and business such as HEB and Chick Fil-A

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing. **Root Cause:** Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2: Only 19% of 3rd-5th grade students received a "Masters Grade Level" on STAAR Reading. **Root Cause:** Identified students lack foundation reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to lack of consistent implementation of the reading and phonics programs.

Problem Statement 3: Only 28% of our EL students scored Meets or higher in the Reading STAAR. **Root Cause:** Teachers need to incorporate differentiation of instruction for the EL population.

Priority Problem Statements

Problem Statement 1: Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing.

Root Cause 1: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing.

Root Cause 2: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing.

Root Cause 3: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Only 9% of 4th grade students received a "Masters Grade Level" on STAAR Writing.

Root Cause 4: Teachers in the lower grades need additional support in teaching writing and grammar structure.

Problem Statement 4 Areas: Perceptions

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
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

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

Performance Objective 1: 85% of the students will demonstrate an "Approaches", 50% "Meets" and 25% "Masters" on the Science STAAR .

Evaluation Data Sources: Benchmarks, CBA's, Monitor Weekly lessons, 2021 Science STAAR results.

Summative Evaluation: None

Strategy 1: 1)Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings.

- * Create CBAs/ benchmarks and curriculum documents so that true backwards planning can take place
- * Provide PD on backward planning and collaboration among district teachers
- * Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it.
- * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers
- * Kagan training
- *S3 Strategies Training
- *Region 1 Training

<p>Strategy's Expected Result/Impact: Performance on Science Assessment:</p> <ul style="list-style-type: none"> *Curriculum Based Assessment *District Benchmarks *STAAR Assessments <p>Staff Responsible for Monitoring: Science Strategist Campus Administration Science Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 2: Incorporate lab material and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to:

Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes

<p>Strategy's Expected Result/Impact: Performance on Science Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p> <hr/> <p>Staff Responsible for Monitoring: Science Strategist Campus Administration Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 3: Extended day and Saturday School will be provide for students in 5th grade Science.

<p>Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR.</p> <hr/> <p>Staff Responsible for Monitoring: Administration Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 4: 2)Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:

- *StemScopes
- *EduSmart
- *Gizmos
- *Science4Us
- *Education Galaxy
- *Scientific Minds
- *Study Island
- *Elementary Foss online textbook
- *TRS

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, Benchmarks, and STAAR.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Science Strategist Science CIF Science Teacher		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative June
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

Strategy 5: Students in 5th grade will increase their science comprehension through use STAAR Resources such as:

Think Up! (Science) Mentoring Minds

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

Strategy 6: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.

- *Updated IFDs
- *Long-Term Plan
- *Updated YAG
- *CBAs and Benchmarks
- *Shared District Backward Planning Documents

<p>Strategy's Expected Result/Impact: Increased performance of students on assessments</p> <hr/> <p>*District CBA's/ Benchmarks *STAAR</p> <hr/> <p>Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov 
	Jan 
	Mar 
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: 90% of the students will demonstrate an "Approaches", 50% "Meets" and 25% "Masters" on the Math STAAR

Evaluation Data Sources: District Math Test & CBAs, Monitor Weekly lessons, Teacher Made Test, 2021 STAAR results.

Summative Evaluation: None

Strategy 1: Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to:

Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer, etc.

Strategy's Expected Result/Impact: Lesson Plans

Walk Throughs
Benchmark Tests
CBA Assessments

Staff Responsible for Monitoring: Math Strategist

Campus Administration
Campus CIF

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as:

- Incentive Prizes
- Healthy Snacks
- Awards/ Certificates
- McMaticians (Mcdonald's)

<p>Strategy's Expected Result/Impact: PFormative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores</p> <hr/> <p>Staff Responsible for Monitoring: Administration Teachers CIF Math Strategist</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 3: Utilize the use of Sharon Wells Math Progress with 2nd-5th grade students

<p>Strategy's Expected Result/Impact: Increased performance of students on assessment on assessments *District benchmarks *STAAR</p> <hr/> <p>Staff Responsible for Monitoring: Math Strategist Campus Administration Math Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Sharon Wells Copies Title 1, Part A 211.11.6399.00.112.9.24 \$776</p>	

Strategy 4: Extended day and Saturday School will be provide for students in Math grades 3rd-5th. (Snacks will be provided)

<p>Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR</p> <hr/> <p>Staff Responsible for Monitoring: Administration Classroom Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Allocate supplemental resources to support effective math instruction and assessment reviews

- *TRS
- *Mentoring Minds
- *TEKS Bank
- *STAAR Test Maker
- *Sirius Education
- *Measuring Up
- *STAAR Guides
- *Math Intervention Kits
- *Study Island

<p>Strategy's Expected Result/Impact: Math Strategist</p> <p>Formative Benchmarks and CBAs Summative STAAR Scores</p> <hr/> <p>Staff Responsible for Monitoring: Administration Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 6: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:

- *Reflex Math Grades 2-5
- *Imagine Math Grades K-5th
- *Envision Math-SAVVAS (Formally Pearson)
- *Texas Home Learning 3.0
- *Education Galaxy
- *Edmentum
- *TEKS Resource System

<p>Strategy's Expected Result/Impact: Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR</p> <hr/> <p>Staff Responsible for Monitoring: Math Strategist Campus Administration Math Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 7: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need

*Curriculum Based Assessments

*Benchmarks

*Pearson Placement Test K - 5th

*TEA BOY Assessment 4th - 5th

*Online Program-Imagine Math (Quantile Growth) PK - Algebra

*Colorbands

Strategy's Expected Result/Impact: Increased performance of students on assessments

Curriculum Based Assessments, District Benchmarks and STAAR.

Staff Responsible for Monitoring: Math Strategist

Campus

Administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: 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
- *Workstations
- *Math Running Records (Book Study)
- *Nearpod

Strategy's Expected Result/Impact: Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.	Formative
	Nov Jan Mar
Staff Responsible for Monitoring: Campus Administration Teachers	Summative
Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: None	
TEA Priorities: None Funding Sources: None	June
ESF Levers: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: 85% of the students will demonstrate an "Approaches", 50% "Meets" and 25% "Masters" on the Reading STAAR . 80% of the students will demonstrate an "Approaches", 40% "Meets" and 15% "Masters" on the Writing STAAR.

HB3 Goal

Evaluation Data Sources: 2021 Reading STAAR
2021 Writing STAAR

Summative Evaluation: None

Strategy 1: Reinforce and improve vocabulary through:

Daily Read-Alouds through expository and narrative texts (Pre-K- 5th)

Independent Reading

Guided Reading/Dr. Maggie

Shared Reading/ Dr. Maggie

SIPPS

Pearson Adopted Textbooks

Mentoring Minds (Reading)

Scholastic Readers

Scholastic News

Strategy's Expected Result/Impact: Phonics Checklist

TELPAS

TPRI

District Benchmark

Reading Logs

Lesson Plans

Walkthroughs

Staff Responsible for Monitoring: Teachers

Campus CIF

Campus Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Instructional Aide State Comp Ed (SCE) 164.11.6129.00.112.9.34
\$25,623

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Implement an AR Program for students 1st thru 5th grade.

Field Trip
Record Progress Biweekly
AR celebrations

Strategy's Expected Result/Impact: Student Product Lesson Plans TPRI TELPAS STAAR TEST	Formative
	Nov
	Jan
	Mar
Staff Responsible for Monitoring: CTC Classroom Teachers Campus CIF	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 3: Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives and general supplies such as:

Stock Paper

General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, benchmark copies, etc.

Strategy's Expected Result/Impact: Lesson Plan Walkthroughs STAAR Test Staff Responsible for Monitoring: CTC Classroom Teachers Campus CIF Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Comprehensive Support Strategy	Problem Statements: None Funding Sources: State Comp Ed (SCE) \$1,641.19 General Supplies State Comp Ed (SCE) 164.11.6399.00.112.9.30 \$11,250	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 4: Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR material such as but not limited to: Countdown to Reading, Education Galaxy, Fast Focus Reading, Think Up Reading, and STAAR Master, Vocabulary Spelling City, and Reading A-Z.

Strategy's Expected Result/Impact: Lesson Plan Walkthroughs STAAR Test Staff Responsible for Monitoring: Campus CIF Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Comprehensive Support Strategy	Problem Statements: None Funding Sources: None	Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 5: Participate in Spelling Bee

Purchase rewards and ribbons

Strategy's Expected Result/Impact: Student Product	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus CIF Campus Principal		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: General Fund \$300
ESF Levers: None		
Comprehensive Support Strategy		

Strategy 6: Develop district assessments (CBAs; benchmarks) and monitor progress:

- *3rd - 5th Reading
- *4th Writing
- *K-3 and 5th

Monitor BOY, MOY, and EOY progress on reading assessments:

- *Istation ISIP
- *Writing Portfolios

Strategy's Expected Result/Impact: Improved performance and progress on reading/language arts assessments.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Reading Strategist Campus Administration Teachers		
Title I Schoolwide Elements: 2.4, 2.5		Problem Statements: None
TEA Priorities: None		Funding Sources: Computer Lab Aide Salary Title 1, Part A 211.11.6129.27.112.9.24 \$39,173
ESF Levers: None		

Strategy 7: Provide staff development, guidance, and support on new ELAR TEKS and state assessments.

<p>Strategy's Expected Result/Impact: *Local and State Assessments *Region One coaching *TRS Planning for Mastery</p> <hr/> <p>Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 8: Provide staff development, guidance and support in ELAR.

<p>Strategy's Expected Result/Impact: Performance and progress on:</p> <p>*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments *SIPPS *Texas Reading Academies *Savvas Realize</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: CIF Salary State Comp Ed (SCE) 164.13.6119.00.112.9.30 \$86,894</p>	June

Strategy 9: Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading..

(Snacks will be provided)

Strategy's Expected Result/Impact: Performance on the Writing assessments will improve:

- * Curriculum Based Assessments
- * District Benchmarks
- * STAAR Assessments

Staff Responsible for Monitoring: Campus

Administrators
Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Students in 3rd to 5th grade will increase their Reading comprehension and Writing through the use of STAAR resources such as but not limited to: Countdown to Reading, Think Up Reading ,Think Up Writing and Sirius STAAR Writing, Scholastic Storyworks, STAAR Ready Reading and, Quill Org. Education , and STAAR Master.

<p>Strategy's Expected Result/Impact: Performance on the Reading assessments will improve:</p> <ul style="list-style-type: none"> * Curriculum Based Assessments * District Benchmarks * STAAR Assessments <hr/> <p>Staff Responsible for Monitoring: Campus Administration Teachers ELAR Reading Strategist</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Reading Interventionist Salary State Comp Ed (SCE) 164.11.6119.00.112.9.30 \$67,070 Instructional Mentor State Comp Ed (SCE) 164.11.6129.58.112.9.30 \$11,365</p>	

Strategy 11: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary.

<p>Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments</p> <p>Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 12: Students in 2nd and 3rd grade will increase their reading comprehension with use of Learning A-Z.

<p>Strategy's Expected Result/Impact: Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: State Comp Ed (SCE)</p>	

Strategy 13: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.

*Writing Across the Curriculum through Write to Learn Strategies

*TEKS Resource System

*ABYDOS Literacy Learning

*Region One

Strategy's Expected Result/Impact: Performance on writing assessments:

*Curriculum Based Assessments

*District Benchmarks

*STAAR Assessments

*Writing Prompts

Staff Responsible for Monitoring: ELAR Strategist

ELAR CIFS

Instructional Coaches

Campus Admin

Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

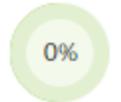
Funding Sources:

ESF Levers: None

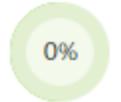
None

Formative

Nov



Jan



Mar



Summative

June

Strategy 14: Provide staff development and support of online and digital platforms.

Strategy's Expected Result/Impact: *Progress and Usage Reports		Formative Nov  Jan  Mar 
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Campus Instructional Coaches		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: 90% of all identified gifted and talented students will score at Masters Grade level in at least 2 content areas of STAAR.

Evaluation Data Sources: CBA's , Benchmarks, 2021 STAAR Assessment in all Subject Areas

Summative Evaluation: None

Strategy 1: Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, has received training in Nature and Needs Assessment of gifted students.

<p>Strategy's Expected Result/Impact: Masters level in at least 2 areas. Improved STAAR, CCRS</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Staff Responsible for Monitoring: Administration Teachers GT Director</p>	
<p>Title I Schoolwide Elements: None Problem Statements: None</p>	
<p>TEA Priorities: None Funding Sources:</p>	<p>Summative</p> <p>June</p>
<p>ESF Levers: None None</p>	
<p>Comprehensive Support Strategy</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: By the end of the 2020-2021 school year, the percentage of EL students who score at the Meets level on STAAR Reading will be 30% and 45% in Math.

Evaluation Data Sources: 2020-2021 CBA's, Benchmarks, Writing and Reading STAAR Scores

Summative Evaluation: None

Strategy 1: Implement Sheltered Instruction, LIAG and SIOP model strategies to help EL students.

- *Small group discussion
- *peer tutoring
- *Use of graphic organizers
- *Vocabulary instruction
- *Questioning techniques
- *Lab based lessons
- *Scaffolding techniques
- *Use of Mrs. Wishy Washy/Joy Cowley Big Books
- *Use of Big books
- * Scaffolding techniques

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success

Staff Responsible for Monitoring:

Administration
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Meet with teachers to monitor EL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.

<p>Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teacher Counselors</p> <hr/> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Improve/Increase proficiency level for EL students through implementation of Summit K12.

<p>Strategy's Expected Result/Impact: Increase oral components of TELPAS scores.</p> <hr/> <p>Staff Responsible for Monitoring: Teachers ITC CIFs Principal</p> <hr/> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: 25% or more of 3rd - 5th Grade Special Education students will demonstrate "Meets" or higher performance on the 2021 STAAR in Reading and Math.

Evaluation Data Sources: 2020-2021 CBAs, Benchmarks, STAAR Data

Summative Evaluation: None

Strategy 1: All special education teachers will receive staff development in all areas including, but not limited to;

- Herman Method
- ELPS and Liag Training
- Kurzweil
- SIPPS
- Imagine Math
- Reflex Math
- Reasoning Mind
- Writing Academy
- TEKS Resource System

Strategy's Expected Result/Impact: Improvement in overall content area assessment		Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: Special Ed. Aide Salary Title 1, Part A 211.11.6129.80.112.9.24 \$39,608	Summative June
ESF Levers: None		
Comprehensive Support Strategy		
Additional Targeted Support Strategy		

Strategy 2: Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.

Strategy's Expected Result/Impact: Improvement in overall content area assessment

Staff Responsible for Monitoring: Sp Ed. Department/ Strategist
Campus Administration
Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7: By Spring 2020-2021 school year North Bridge Elementary students s who score approaches level will increase on STAAR 3-8 by 2% in Math, 6% in Reading, 4% in Science. PFS students will be provided with supplemental services and interventions by 50% increase utilizing the Migrant Instructional Assistants. The annual Migrant drop out rate will decrease by 2%.

Evaluation Data Sources: PBMAS Report

Summative Evaluation: None

Strategy 1: Provide individualized and data-driven reading & mathematics instructional support services to PFS Migrant elementary students. Small group & individualized tutoring designed specifically for students' needs, ie; homework assistance and tools at home, dictionary, hot spots, chromebooks, table of contents, glossary etc...(via-virtual instruction, pending approval of back to school in-person learning).

Strategy's Expected Result/Impact: Improved assessment results		Formative
Staff Responsible for Monitoring: Administration Teachers Migrant Aide		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
Comprehensive Support Strategy		

Strategy 2: The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade

<p>Strategy's Expected Result/Impact: 3 week progress reports Summative: 6 week progress report cards</p> <hr/> <p>Staff Responsible for Monitoring: Administration Migrant Teacher Assistant Teacher</p> <hr/> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: Istation
2020 Reading STAAR

Summative Evaluation: None

Strategy 1: Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with:

- *Teacher Resources
- * Kits
- * Classroom Sets
- * Manipulatives
- * Educational Games
- * Reference Books
- * Digital Resources
- *Scholastic leveled library sets

Strategy's Expected Result/Impact: Performance on Reading Assessment:

- *Curriculum Based Assessment
- *District Benchmarks
- *STAAR Assessments
- *Istation

Staff Responsible for Monitoring: Librarian
 Campus Administration
 Campus CIF

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Provide students and staff with electronic resources for reading.

Accelerated Reader

Destiny

Ebooks

EPIC

MackinVIA

Region One-Library Database

Brain Hive

Strategy's Expected Result/Impact: Increased usage of reading resources.

Student growth in reading and phonics levels.

Students are meeting six weeks and yearly reading goals.

Students are provided with unlimited amount of reading resources to be used at home and after school hours.

(AR Board)

Increased MyOn usage through contests and certificates

(Top MyOn Readers)

Improve STAAR Scores.

Staff Responsible for Monitoring: Teachers

Campus Library

Staff

District Library Staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Library Aide Title 1, Part A 211.12.6129.36.112.9.24 \$31,063

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Student AR Word Counts will be showcased and announced at the campus level.

Reward and recognize
highest AR word counts for students in 1st - 5th grades
for achievements in reading through:

- AR Six Weeks Celebrations
- Bulletin Showcase of Students
- Certificates
- Medals
- Trophies
- Assemblies
- Field Trips

<p>Strategy's Expected Result/Impact: Performance on Reading Assessment:</p> <ul style="list-style-type: none"> *Curriculum Based Assessment *District Benchmarks *STAAR Assessments <hr/> <p>Staff Responsible for Monitoring: Librarian Campus Administration Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 4: Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as:

- Search for Books Database
- Destiny
- E-Book- Resources
- Region One- Library
- Book Talk- Picture Walk, Parts of a Book
- AR and Goals
- On-Line Book Resources

<p>Strategy's Expected Result/Impact: Performance on Reading Assessment:</p> <ul style="list-style-type: none"> *Curriculum Based Assessment *District Benchmarks *STAAR Assessments <p>Staff Responsible for Monitoring: Librarian Campus Administration Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Promote Reading with the use of events, such as:
 Seasonal and National Literacy Celebrations
 Book Fair-Scholastic
 National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week, and Author Visits
 Campus Literacy Night
 District Literacy Night
 Little Free Library
 National Read a Book Day
 World Read Aloud Day

Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects.
 Provide students with opportunities to become life-long readers.
 Impact learning through opportunities promoting literacy.
 Better STAAR Scores

Staff Responsible for Monitoring: Campus Librarian
 Campus Administration
 Classroom Teacher

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Comprehensive Support Strategy

Formative

Nov

Jan

Mar

Summative

June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 9: All students will be given the opportunity to participate in Fine Arts.

Evaluation Data Sources: Performances and Competitions.

Summative Evaluation: None

Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.	
<p>Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.</p> <p>Staff Responsible for Monitoring: Administration Fine Arts Teachers Fine Arts Coordinator</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Students will participate in the Art Club K-5th	
<p>Strategy's Expected Result/Impact: Successful at competitions through individual and group performance.</p> <p>Staff Responsible for Monitoring: Campus Administration Art Teacher</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Students will compete and have high level of success in UIL.

Strategy's Expected Result/Impact: Successful at competitions through individual and group performance.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Campus Administrators Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	Summative June
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
Comprehensive Support Strategy		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 10: By Spring 2020, student attendance will improve to 98% attendance.

Strategy 1: The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of:

- Daily phone calls for absences
- Progress reports/Report Cards
- Warning letter of Truancy
- Tardy and Absences Slips

<p>Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts</p>	Formative
<p>Staff Responsible for Monitoring: Human Resources Campus Administration Campus CIF</p>	Nov Jan Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None ESF Levers: None Comprehensive Support Strategy</p>	June
<p>Problem Statements: None</p>	
<p>Funding Sources: None</p>	

Strategy 2: The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve:

- Call home to parents(LVN)
- Send Letter Home
- Conference with teacher
- Conference with counselor

<p>Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts</p>	Formative
<p>Staff Responsible for Monitoring: Human Resources Campus Attendance clerk LVN Campus CIF</p>	<p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Comprehensive Support Strategy</p>	<p>Problem Statements: None</p> <p>Funding Sources: LVN Salary State Comp Ed (SCE) 164.33.6129.00.112.9.30 \$32,762</p>

Strategy 3: Reward and recognize Perfect Attendance students for their achievements through:

- Ribbons
- Certificates
- Assemblies
- EOY Party Celebration
- Game Room
- Weekly popcorn

<p>Strategy's Expected Result/Impact: Performance on Math and Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p> <hr/> <p>Staff Responsible for Monitoring: Attendance Clerk Campus Administration Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Problem Statements: None

Funding Sources:
None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 11: During the 2019- 2020 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Sources: Fitness Gram

Summative Evaluation: None

Strategy 1: Physical activity requirements

State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess

Strategy's Expected Result/Impact: Monthly activity calendar that provides a daily activity minutes log to include:
 brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices
 Continuous monitoring of campus utilization of SPARK Curriculum
 Campus participation with SHAC, Fitnessgram

Staff Responsible for Monitoring: Principal
 CIF
 Physical Education Teacher

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:
 None

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich and inviting environments which promote high performance.

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

Evaluation Data Sources: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation: None

Strategy 1: North Bridge staff will be provided with professional training on campus computer software programs, blended learning, edpuzzle, Google Apps and integration of technology in their daily lessons	
Strategy's Expected Result/Impact: Sign in sheets T-Tess Domains increased from previous year	Formative
Staff Responsible for Monitoring: Administration TIC	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Funding Sources: CTC Salary State Comp Ed (SCE) 164.11.619.27.112.9.30 \$94,808	

Strategy 2: Students in Pre-kinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminators, scanners, and mounted projectors.

Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards <hr/> Staff Responsible for Monitoring: Administration Teachers TIC <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, ELMO/projectors and toner for printers

Strategy's Expected Result/Impact: None <hr/> Staff Responsible for Monitoring: Administration CTC Teacher <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

Strategy 4: Students attending Summer School will use Chromebooks to access distance learning lessons/curriculum.

Strategy's Expected Result/Impact: Summer School Report Card		Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration Teacher		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: Completion of required lessons and certificates

Summative Evaluation: None

Strategy 1: Teachers will complete lessons in order to ensure students are well informed and understand what Common Sense Media is.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Principal Teachers CIF	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide Training for Security Guard on Security Camera System, such as: Spiked Company Monitor with use of cameras Zoom In/Out Print Off the Camera System	
Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals	Formative
Staff Responsible for Monitoring: Safety Department Campus Administration Campus CIF	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Security Guard monitors camera system as needed:

- Intruders
- Monitors drop off/ pick off areas
- Inside Campus Activities
- Outside Campus Activities
- Locating students/ staff
- Investigations when needed

<p>Strategy's Expected Result/Impact: Incident Reports</p> <p>Evacuation Drills</p> <p>Committee Meetings</p> <p>Counseling Referrals</p> <p>Discipline Referrals</p> <hr/> <p>Staff Responsible for Monitoring: Safety Department</p> <p>Campus Administration</p> <p>Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources:</p> <p>None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Strategy 1: Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.	
<p>Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration Nurse Coordinator Melissa Escalon</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: LVN salary Title 1, Part A 211.33.6129.00.112.9.24 \$40,453</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 4: North Bridge Elementary will have an Evacuation/ Lock Down Plan in place to ensure the safety of 100% of our students, staff, and visitors when crises arises.

Strategy 1: Entire campus will practice various drills in case of an emergency arises, such as:

- Fire Drill-
- Evacuation Drill
- Lock Down- Code Blue
- Lost students- Code Bridge
- Major Altercations- Code Yellow

<p>Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p> <p>Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	Formative
	Nov
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 2: Safety Plans are placed at the entrance of each classroom and doors:

Evacuation Plan
 Map of the Entire Campus with Exit guide
 Crisis Drills Code

Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals <hr/> Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June

Problem Statements: None

Funding Sources:
 General Fund \$1,714.28

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Strategy 1: Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of:
 Violence Prevention
 Guidance Curriculum
 Bullying/ Harassment Videos
 Drug Free
 Professional Services
 Red Ribbon Week
 Drop Out Prevention
 Attendance Clerk
 Dyslexia Program
 504 Program
 RTI
 Career Day
 ACE After School Program
 Clubs- Robotic, Spelling Bee, UIL
 Leader In Me

Strategy's Expected Result/Impact: Incident Reports

Evacuation Drills
 Committee Meetings
 Counseling Referrals
 Discipline Referrals

Staff Responsible for Monitoring: Safety Department

Sp. Education Strategies
 Campus Administration
 Campus CIF

Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: The students will have lessons about the negative effects of substance abuse/violence with the use of:

Red Ribbon Week
Just Say No To Week

<p>Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p> <hr/> <p>Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: Students attending North Bridge Elementary Summer School will use technology to access distance learning lessons/curriculum.

Evaluation Data Sources: Google Classrooms, Lesson plans

Summative Evaluation: None

Strategy 1: Students failed to meet promotion criteria will attend Virtual Summer School targeting Math and Reading.		
Strategy's Expected Result/Impact: Google Meets Meetings, Lesson Plans	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus Administration		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Performance Objective 1: North Bridge Elementary will establish a network of community partners that will enhance the parental involvement program

Evaluation Data Sources: Sign-In's Annual Health Fair and Volunteer Logs

Summative Evaluation: None

Strategy 1: North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)	
Strategy's Expected Result/Impact: When parents are engaged and participates in campus activitie	Formative
Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	Parent Specialist Salary Title 1, Part A 211.61.6119.28.112.9.24 \$71,056
	June

Strategy 2: Provide parents training and resources on topics that will assist them on how to help their children at home with academics and social skills, such as:

- HEB Reading 3 Program
- PASOS- Home Skills
- Bullying and Drug Prevention
- The Leader In Me
- Mental Health Awareness

Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check	Formative
	Nov
Staff Responsible for Monitoring: Parental Involvement Department Campus Administration Campus CIF	Jan
	Mar
Title I Schoolwide Elements: 2.6, 3.1, 3.2 TEA Priorities: None ESF Levers: None	Summative
	June
Problem Statements: None	
Funding Sources: None	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Evaluation Data Sources: Attendance records, grades, and teacher input

Summative Evaluation: None

Strategy 1: North-STAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students.

<p>Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check</p>	Formative
<p>Staff Responsible for Monitoring: Teacher Principal CIF</p>	Nov
<p>Secretary Media Aide Attendance Clerk</p>	Jan
<p>Title I Schoolwide Elements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>ESF Levers: None</p>	June
<p>Problem Statements: None</p>	<p>Funding Sources: Attendance clerk salary State Comp Ed (SCE) 164.23.6129.00.112.9.30 \$27,135 Media clerk Salary State Comp Ed (SCE) 164.12.6129.00.112.9.30 \$26,589</p>

Strategy 2: Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.

Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check <hr/> Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk <hr/> Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None <hr/> Funding Sources: None	Formative
		Nov
		Jan
		Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality researched -based professional development and continuous support for all employees.

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

Evaluation Data Sources: Eduphoria and sign-in sheets

Summative Evaluation: None

<p>Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction</p>	
<p>Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings</p>	Formative
	Nov
	Jan
	Mar
<p>Staff Responsible for Monitoring: Central Office Strategies/ Department Campus CIF Campus Principal</p>	Summative
	June
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources: None</p>
<p>ESF Levers: None</p>	
<p>Comprehensive Support Strategy</p>	

Strategy 2: Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.

<p>Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings</p> <hr/> <p>Staff Responsible for Monitoring: Administration Teachers District Content Strategists</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 3: Teachers in grades K-5th will attend blended learning training.
 Teachers will begin using blended learning in at least one of the content areas.

Strategy's Expected Result/Impact: Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings <hr/> Staff Responsible for Monitoring: Administration Teachers CTC <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Comprehensive Support Strategy	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

State Compensatory

Budget for North Bridge Elementary

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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.33.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.112.8.30	6143 Workers' Compensation	\$171.00
164.11.6143.00.112.8.34	6143 Workers' Compensation	\$54.00
164.11.6143.27.112.8.30	6143 Workers' Compensation	\$253.00
164.12.6143.00.112.8.30	6143 Workers' Compensation	\$57.00
164.13.6143.00.112.8.30	6143 Workers' Compensation	\$228.00
164.23.6143.00.112.8.30	6143 Workers' Compensation	\$59.00
164.33.6143.00.112.8.30	6143 Workers' Compensation	\$75.00
164.11.6145.00.112.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.112.8.34	6145 Unemployment Compensation	\$16.00
164.11.6145.27.112.8.30	6145 Unemployment Compensation	\$76.00
164.12.6145.00.112.8.30	6145 Unemployment Compensation	\$17.00
164.13.6145.00.112.8.30	6145 Unemployment Compensation	\$68.00
164.23.6145.00.112.8.30	6145 Unemployment Compensation	\$18.00
164.33.6145.00.112.8.30	6145 Unemployment Compensation	\$23.00
164.11.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,534.00
164.11.6146.00.112.8.34	6146 Teacher Retirement/TRS Care	\$408.00
164.11.6146.27.112.8.30	6146 Teacher Retirement/TRS Care	\$3,552.00
164.12.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$429.00
164.13.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,709.00
164.23.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$441.00
164.33.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$813.00
	6100 Subtotal:	\$380,270.00
6200 Professional and Contracted Services		
164.13.6219.57.112.8.30	6219 Professional Services	\$405.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6200 Subtotal:
		\$405.00
6300 Supplies and Services		
164.11.6399.00.112.8.30	6399 General Supplies	\$18,750.00
		6300 Subtotal:
		\$18,750.00

Personnel for North Bridge Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Mercedes Yanez	Campus Instructional Facilitator	North Bridge Elementary School	1
Gina Gonzalez	Instructional Aide (Pre-K)	North Bridge Elementary School	1
Juanita Cardoza	Reading Interventionist Teacher	North Bridge Elementary School	1
Lizzet Cardenas	At Risk Attendance Clerk	North Bridge Elementary School	1
Maria E. Trevino	Technology Instructional Coach	North Bridge Elementary School	1
Priscilla Mariscal	Media Aide	North Bridge Elementary School	1
Sara A. Perez	LVN	North Bridge Elementary School	1
Vacancy	Instructional Aide		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus improvement plan was reviewed with committee on September 29,2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is developed annually by a committee that includes parents and teacher.

3.2: Offer flexible number of parent involvement meetings

Meetings are held throughout the year at the campus level.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Martinez	Computer Lab Aide		
Amanda Casanova	Library Aide		
Jesse Villareal	Parent Specialist		
Nidia De Los Santos	Campus Instructional Facilitator		
Salvador Rodriguez	Instructional Aide Special Education		
Vacancy	Instructional Aide Pre k		

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aide	164.11.6129.00.112.9.34	\$25,623.00
1	3	3			\$1,641.19
1	3	3	General Supplies	164.11.6399.00.112.9.30	\$11,250.00
1	3	8	CIF Salary	164.13.6119.00.112.9.30	\$86,894.00
1	3	10	Reading Interventionist Salary	164.11.6119.00.112.9.30	\$67,070.00
1	3	10	Instructional Mentor	164.11.6129.58.112.9.30	\$11,365.00
1	3	12			\$0.00
1	10	2	LVN Salary	164.33.6129.00.112.9.30	\$32,762.00
2	1	1	CTC Salary	164.11.619.27.112.9.30	\$94,808.00
3	2	1	Attendance clerk salary	164.23.6129.00.112.9.30	\$27,135.00
3	2	1	Media clerk Salary	164.12.6129.00.112.9.30	\$26,589.00
Sub-Total					\$385,137.19
Budgeted Fund Source Amount					\$423,988.00
+/- Difference					\$38,850.81
Grand Total					\$385,137.19

Addendums