# Weslaco Independent School District

# Dr. R.E. Margo Elementary

# Improvement Plan

# 2020-2021

# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

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

Currently Margo has a population of 973 students of which 99% are Hispanic, 1% White and 1% are African American.  Of those students 90% are Economically Disadvantaged and 68% are At-Risk.  Other demograpic information inculdes 28% English Language Learners, 11% Special Education, 3% Gifted and Talented and  2% Migrant.

Our school has a total of a 83.2 Staff members of which 16.5 are paraprofessionals, 56.1 are teachers, 9.7 are Professioal support and 3 campus Administrators.   Most of the teachers at our campus are veteran teachers we have 8 teachers with 1-5 years of experience, 3 teachers with 6-10 years of experience, 16.2 teachers with 11-20 years of experience and 28.9 teachers with over 20 years of experience.

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

**Demographics Strengths**

-Attendance rate for the 2019-2020 school year was at 97.6%

-teacher turnover is almost non existint, average years of experience at campus is 19.1

-85% of teachers have 10 or more years of classroom experience

-campus leadership team has a combined 82 years of education experience

-63% of classroom teachers are Bilingual certified

-1 Distinctions earned on the Spring 2019 STAAR Assessment  Science

-89% of indicators met on Closing the Gaps

-403 points earned of 538 0possible points in  Academic Growth on STAAR Test

-86% of all test at apporaches Grade Level  or Above

-46% or above English Language Proficiency Status met

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 90% of our school population is economically disadvantaged and 68% are At-Risk therefore there is a high need for improvement in all core content areas. **Root Cause:** Root Cause Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency.

# Student Learning

**Student Learning Summary**

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

## STAAR Summary Data

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

**Student Learning Strengths**

-5th grade SSI  of the 155 students who tested six of those did not pass either math or reading as required by the state of Texas for promotion

-3rd and 5th greade EL's are performing above all students on Reading and Math STAAR

-85% of 5th grade and 71% of 3rd grade  Special Ed students  passed STAAR Math

-70% or higher  Eco Dis. students are passing STAAR in all contents

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Based on the Students Success component of Domain 3 closing the gaps, there is a need for improvement in all core area subjects on STAAR for EL students. **Root Cause:** There is a need for PD for all teachers servicing the Bilingual students to best meet learner needs for TEKS and ELPS implementation.

**Problem Statement 2:** Based on the Student Success component of Domain 3 closing the gaps, there is a need for improvement in all core area subjects on STAAR for Special Ed. students. **Root Cause:** There is a need for PD for all teachers servicing the special education students to best meet learner needs for TEKS implementation.

# School Processes & Programs

**School Processes & Programs Summary**

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

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

During PLC's teachers come together to collabotrate, decompose the TEKS covered on a weekly basis for specific core content , plan purposefully and target specific needs of students in order to differentiate instruction.  Teachers also focus on writing detailed lesson plans which show best practices for student progess and student populations.

We meet to review and analyze student benchmark DATA, Istation Lexile levels, IRI reading levels, Imagine Math Quintile levels in order to drive instruction.  The DATA is analyez for strengths and weaknesses and decisions are made collaboratively for best practices for student growth.

Administrative staff collaborate with teachers to dicuss best practices that will help student growth.

**School Processes & Programs Strengths**

-Low teacher turnover

-GT Trained Teachers

-Bilingual Certified Teachers

-PLC's

-Strong and committed parental involvement program

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

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

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

-Weekly news letter to communicate weekly campus activities and expectations

-Monthly calendar to communicate monthly activites for both staff and parents

-Instructional Rounds

-Implementations with fidelity SIPPS and Guided Reading to target KG-2nd

-Implementation of Istation, Imagine Math, Reflex Math, RAZZ kids Plus, and SAVVAS Realize progrmas ( all done with fidelity of at least 30 minutes a day)

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

**Problem Statement 1:** To continue the effort to maintain highly qualified teachers, Margo Elementary needs to recruit highly qualified and certified bilingual teachers. **Root Cause:** Increase students enrollment in the bilingual program and rising expectations for teachers, and test based accountability systems.

# Perceptions

**Perceptions Summary**

Dr. R. E. Margo students are expected to attend school daily. Attendance in monitored closely and truancy pracrices are in place. The attendance goal is 97% and we have met that goal.

Dr. R. E. Margo Elementary is a Leader in Me School which prides itself in educating our students not only in acadamia but in citizenship. Our students are taught the 7 Habits of highly effective individuals in hopes that they will use them to make decisions that will affect their schooling and personal lives in positive ways. The counselors provide Anit-Bullying lessons and promote a bully free climate and community. Counselors also provide lessons and promote drug free schools.

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

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

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

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

Coffee-Conversation-Community with Superintendent of Schools.

**Perceptions Strengths**

-Meet the Teacher Night

-Tech Night

-Literacy Night

-America Goes Back to School/Leadership Rally

-Veteran's Day Program

-Staff Picnic

-Career Day

-The Giving Tree

-College Quarter Wednesdays

-Vannie E. Cook Foundation

-Attendance rate 97.6%

-Parent Engagement Workshops

-Nutrition Classes

-MANOS Program

-HEB Read

-WEHHS Practicum in Education and Training

-Community relationship with the retirement community (Winter Texans)

-Jump Rope for Heart

-Ronald McDonald House (Pull Tab Collection)

-Recognize all birthdays via announcements, with pencils and a birthday crown.

-Very active parental engagement program

-Drug Free Week

-Just Say No Week

-Veteran's Day

-Leader In Me

-Anti Bully Week

**Problem Statements Identifying Perceptions Needs**

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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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

**Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

**Employee Data**

- Campus leadership 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:** At the end of the 2020-2021 school year, there will be a 5% increase from last year on the social studies end of year benchmark

**Evaluation Data Sources:** Lesson plans
benchmarks
informal assessment

**Summative Evaluation:** None

| Strategy 1: The students will be provided effective reading strategies using state adopted social studies materials in KG-5. | | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Improved reading scores Improved benchmark results Improved STAAR scores | | | **Formative** |
| | | | **Nov** |
| | | | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff Teachers | | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5 | | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | | **Funding Sources:** General Fund | **June** |
| **ESF Levers:** None | | | |

| **Strategy 2:** Workshops, training and materials for SS teachers as well as PLC's | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved performance on CBA's and benchmarks | | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>Strategist | | **Nov** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

| **Strategy 3:** Writing included as part of SS assessment for supporting SS teachers in the writing process. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved performance for all students on benchmarks and STAAR and STAAR Writing | | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>SS Strategist | | **Nov** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

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

**Performance Objective 2:** By Spring 2021 students scoring at the approaches, meets and masters will increase from an 87% to a 90% in approaches and maintain the 62% in meets and 36% in masters.
KG-5th will increase 5% on the End of Year Benchmark from the previous year.

**Evaluation Data Sources:** STAAR DATA
CBA and Benchmark DATA
Color Band DATA

**Summative Evaluation:** None

| **Strategy 1:** The students will be provided the opportunity to explore science concepts and processes through hand on experiences, investigations, laboratory experiments and lecture.<br>-FOSS<br>-Stemscope<br>-TEKS Resources<br>-Education Galaxy<br>-Edusmart Science<br>-STAAR SMART | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | | **Formative** |
| | | **Nov** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Teachers | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |

| **Strategy 2:** Students struggling with science objectives will attend Extended Day/Saturday Science camps. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved scores on CBA's , benchmarks and STAAR | **Formative** |
| **Staff Responsible for Monitoring:** Administrators | **Nov** |
| | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | |
| **TEA Priorities:** None    **Funding Sources:** None | **Mar** |
| **ESF Levers:** None | **Summative** |
| | **June** |

| **Strategy 3:** Teacher guided instructional tool to enhance instruction and maximize learning through the use of proven research based strategies to build student concepts, knowledge using real world examples, graphics, narrated text and strategically placed interactive opportunities.<br><br>-STAAR SMART test bank software of multiple choice questions aligned to TEKS and STAAR assessment. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved performance for all populations on benchmarks and STAAR | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>Science Strategiest | **Nov** |
| | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None    **Funding Sources:** None | |
| **ESF Levers:** None | **Summative** |
| | **June** |

| **Strategy 4:** Performance Level Communities to support of the TEKS Resource System. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved performance on STAAR and benchmarks | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>Science Strategist | **Nov** |
| | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None    **Funding Sources:** None | |
| **ESF Levers:** None | **Summative** |
| | **June** |

**Strategy 5:** Community and higher learning science center partnerships
Utilize local science resources for real world science relevance, science career investigations and community outreach and teacher professional development

-TSTC Challenger Learning Center
-Valley Nature Center
-Estero Llano Grande

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved performance for all populations on CBA's, Benchmarks and STAAR | | **Nov** |
| **Staff Responsible for Monitoring:** Administration<br>Science Strategist | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

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

**Performance Objective 3:** By Spring 2021 the percentage of students who score at the Approaches Level on the Mathematics STAAR Assessment will increase from 90% to 95%.
The percentage of all students who take the 2021 end of year mathematics benchmark will increase by 5% from the prior year.

**Evaluation Data Sources:** STAAR DATA
Benchmark DATA
CBA DATA
Color Band DATA

**Summative Evaluation:** None

| | |
|---|---|
| **Strategy 1:** Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through PLC's<br>-updated IFD's<br>-Backward Design Document | |

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved mathematics, science and reading skills<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | **Nov**<br><br>**Jan**<br><br>**Mar** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Math Strategiest | |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6      **Problem Statements:** None | **June** |
| **TEA Priorities:** None      **Funding Sources:** None | |
| **ESF Levers:** None | |

**Strategy 2:** Integrate the application of technology to promote a blended learning environment.

-Imagine Math (K-5)
-Reflex Math (2-5)
-Envision Math (Pearson)
-Prodigy

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved individual student knowledge<br>CBA<br>Benchmarks<br>Classwork<br>STAAR | **Nov**<br><br>**Jan**<br><br>**Mar** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Math Strategiest | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Problem Statements:** None | **June** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Instructional Technology Coach State Comp Ed (SCE) $83,629 | |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers | |
| **Comprehensive Support Strategy** | |

**Strategy 3:** Incorporate math process standards including problem solving strategies to strengthen students oral and written communication.


-TRS Performance Assessments
-Math Warm Ups
-Imagine Math
-Math Talks
-Math Work Stations

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | | **Nov** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Math Strategiest | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |
| **Comprehensive Support Strategy** | | |

**Strategy 4:** Students struggling in mathematics will receive additional tutoring during Extended Day/Saturday Camps.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved mathematics scores on benchmarks, CBA's and STAAR | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | |
| **ESF Levers:** None | | **Summative** |
| | | **June** |

**Strategy 5:** 5) Tutoring provided during class time by paraprofessionals.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved math concept acquisition<br>Improved benchmarks<br>Improved STAAR Results | **Nov** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Tutoring Logs<br>Admin<br>Teachers | **Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | **June** |
| **TEA Priorities:** Build a foundation of reading and math     **Funding Sources:** | |
| **ESF Levers:** None     Instructional Aide State Comp Ed (SCE) $134,033 | |

**Strategy 6:** Staff Development opportunities to enhance content knowledge and effectively implement research based instructional strategies

-RVGCTM
-Region 1 (TEKS Planning)
-Math Solutions Formative Assessment

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved performance on STAAR, CBA"S and benchmarks | **Nov** |
| **Staff Responsible for Monitoring:** Administration<br>Math Strategist | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | |
| **TEA Priorities:** None     **Funding Sources:** | **Summative** |
| **ESF Levers:** None     None | **June** |

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

**Performance Objective 4:** By Spring 2021, the percentage of students who score at the Approaches level on the STAAR Reading assessment will increase from 85% to 90%.

By Spring 2021, the percentage of students who score at the Approaches level on the STAAR Writing assessment will increase from 78% to 80%.

By the end of the 20201 school year the percentage of students reading at grade level will increase from 50% to 75% in KG-2nd.

**HB3 Goal**

**Evaluation Data Sources:** STAAR DATA
Istation
IRI's
SIPPS Pre Assessment
CBA DATA
Benchmark DATA

**Summative Evaluation:** None

**Strategy 1:** In KG-Grade 5 teachers will implement a balance literacy program:

-5 components of reading
-read aloud
-shared reading
-guided reading
-independent reading
-writing
-grammar mechanics
-spelling
-handwriting
-SIPPS

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved reading skills<br>Improved writing skills<br>Improved grammar skills<br>Improved Istation Scores<br>Improved time and books read on AR and EPIC<br>Improved penmanship<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR | **Nov**<br><br>**Jan**<br><br>**Mar** |
| | **Summative** |
| | **June** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Language Arts Strategiest | |

| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None |
|---|---|
| **TEA Priorities:** None | **Funding Sources:** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Language Arts Facilitator State Comp Ed (SCE) $91,388 |

**Strategy 2:** Improve reading fluency and comprehension using the following programs and strategies:

-independent reading
-AR
-Istation
-High Frequency words/phrases
-Readers Theater
-Classroom libraries
-Magazines
-Periodicals
-Computer programs
-A-Z leveled Readers
-SIPPS
-Education Galaxy
-RAZZ Kids
-Scholastic Book Room
-Story Works
-Read Works

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved overall reading levels<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR | **Formative** |
| | **Nov** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Language Arts Strategist | **Mar** |
| | **Summative** |
| | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | |
| **TEA Priorities:** None     **Funding Sources:**<br>None | |
| **ESF Levers:** None | |

**Strategy 3:** Implement an organizational framework for teaching writing.

-Write across the curriculum
-Reading and Writing Connections through the Write Time for Kids
-TEKS Resource System
-Consumables
-Writing Academy
-Quick Writes
-Education Galaxy
-Learning Farm

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved writing skills<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR | **Nov** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Language Arts Strategist<br>Six Weeks Writing CBA's | **Mar** |
| | **Summative** |
| | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6   **Problem Statements:** None | |
| **TEA Priorities:** None   **Funding Sources:** None | |
| **ESF Levers:** None | |
| **Comprehensive Support Strategy** | |

**Strategy 4:** Struggling students will be provided tutoring for reading and writing during Extended Day/Saturday Camps.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved scores on CBA's, benchmarks and STAAR | | **Nov** |
| **Staff Responsible for Monitoring:** Administators<br>Tutoring Logs | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 5:** Implement the use of web based programs such as:

-Study Island
-Learning Farm
-Istation
-AR
-Waterford
-Starfall
-Education Galaxy
-RAZZ Kids
-Learning A-Z

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Overall improvement in reading and writing | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators<br>Teachers<br>CTC | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

| **Strategy 6:** Struggling students will be provided tutoring by instructional assistant during class time. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved reading and writing skill<br>Improved STAAR scores | **Formative**<br>**Nov** |
| **Staff Responsible for Monitoring:** Administration<br>Instructional Technology Coach | **Jan**<br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None |
| **TEA Priorities:** None | **Funding Sources:** | **Summative** |
| **ESF Levers:** None | Instructional Aide State Comp Ed (SCE) $71,742 | **June** |

| **Strategy 7:** Support the implementation of the TEKS Resource system including alignment, instruction and assessment through District PLC and Campus PLC for both reading and writing.<br><br>-staff development on new TEKS and state assessement | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved performance on CBA's, benchmarks and STAAR reading and writing | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>ELAR strategist | **Nov**<br>**Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:** | |
| **ESF Levers:** None | None | **Summative** |
| | | **June** |

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

**Performance Objective 5:** All students will be provided with a high a quality education through effective programs to complete elementary school and be prepared to be successful in middle school and high school.
By the end of 2020-2021 school year increase college readiness by at least 5% and minimize gap between sub populations to less than 5%.

**Evaluation Data Sources:** Post-secondary readiness and closing the performance gap on STAAR and benchmark data.

**Summative Evaluation:** None

| Strategy 1: Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment. <br><br>-Red Ribbon Week<br>-Just Say NO<br>-Leader In Me<br>-Anti Bullying Week | |
|---|---|
| **Strategy's Expected Result/Impact:** Students will understand that their lives are important and drugs do not have a place for them. Improved character and choice making. | **Formative** |
| | **Nov** |
| **Staff Responsible for Monitoring:** Administrative Staff <br>District Staff <br>Teachers <br>Counselors | **Jan** |
| | **Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **June** |
| **TEA Priorities:** None    **Funding Sources:** None | |
| **ESF Levers:** None | |

| **Strategy 2:** Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students. | | |
|---|---|---|

| **Strategy's Expected Result/Impact:** Students will have the capacity to make decisions that are based on effective leadership. They will be able to get along and communicate feelings to one another. | | **Formative** |
|---|---|---|
| | | **Nov** |
| **Staff Responsible for Monitoring:** District Staff<br>Campus Staff<br>Teacher<br>Counselor | | **Jan** |
| | | **Mar** |
| | | **Summative** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **June** |
| **TEA Priorities:** None | **Funding Sources:** None | |
| **ESF Levers:** None | | |

| **Strategy 3:** Implement a strong conflict resolution program that promotes positive relationships and student success.<br><br>-Leader In Me<br>-Counseling Classes | | |
|---|---|---|

| **Strategy's Expected Result/Impact:** Students will be equipped with the skills needed to make effective decisions | | **Formative** |
|---|---|---|
| **Staff Responsible for Monitoring:** Administrative Staff<br>District Staff<br>Teachers<br>Counselors | | **Nov** |
| | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** None | **June** |
| **ESF Levers:** None | | |

**Strategy 4:** Will increase College and Career Readiness by at least 5% by closely monitoring students and providing Response to Intervention for all students.

-DATA meetings
-Success Ed

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved CBA results<br>Improved Benchmark results<br>Improved STAAR CCRS<br>Overall improvement in understanding Level 3 questions | **Nov** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Administrative Staff<br>Teachers<br>Counselors<br>Parents | **Mar** |
| | **Summative** |
| | **June** |

| | |
|---|---|
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None |
| **TEA Priorities:** None | **Funding Sources:**<br>None |
| **ESF Levers:** None | |

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

**Performance Objective 6:** By Spring 2021, the percentage of ELL students who score at the Approaches level on the STAAR reading assessment will increase from 82% to 85% in addition the percentage of ELL students who score at the Approaches level will increase from 63% to 65% in writing.

**Evaluation Data Sources:** STAAR DATA
CBA DATA
Benchmark DATA

**Summative Evaluation:** None

| Strategy 1: Provide a 15 minute independent reading time where students select a book of their choice. Teachers will conference with students as they walk around checking for fluency and comprehension. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Reading fluency and comprehension of text will be improved. | | **Nov** |
| **Staff Responsible for Monitoring:** Teachers<br>Administrators<br>Counselors<br>Librarian | | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>General Fund | **June** |
| **ESF Levers:** None | | |
| **Comprehensive Support Strategy** | | |

| **Strategy 2:** Incorporate word of the day during the morning announcements.  Teachers will continue to review the word, add to word wall and use it throughout their instructional day and week. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved vocabulary<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | **Formative**<br>**Nov**<br>**Jan**<br>**Mar** |
| **Staff Responsible for Monitoring:** Administrators<br>Teachers | |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | **June** |
| **TEA Priorities:** None     **Funding Sources:** None | |
| **ESF Levers:** None | |
| **Comprehensive Support Strategy** | |

| **Strategy 3:** Teachers will use the Write Time for Kids to teach grammar and writing. | |
|---|---|
| **Strategy's Expected Result/Impact:** Improved writing skills<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | **Formative**<br>**Nov**<br>**Jan**<br>**Mar** |
| **Staff Responsible for Monitoring:** Administrators<br>Central office language arts strategiest | |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None | **June** |
| **TEA Priorities:** None     **Funding Sources:** None | |
| **ESF Levers:** None | |
| **Comprehensive Support Strategy** | |

| **Strategy 4:** Teachers will address the writing process to help students create high quality compositions that are coherent, well developed and proper use of grammar and grade level spelling. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved writing<br>Improved CBA results<br>Improved Benchmark results<br>Improved STAAR results | | **Formative** |
| | | **Nov** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Administrators<br>Language Arts Strategiest | | **Mar** |
| | | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **June** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | |
| **ESF Levers:** None | | |
| **Comprehensive Support Strategy** | | |

| **Strategy 5:** Teachers will utilize the 2019 -2020 TELPAS student report card to help guide them in providing effective lessons that will target the proficiency levels and categories. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved performance on TELPAS 2020-2021 | | **Formative** |
| **Staff Responsible for Monitoring:** Administration<br>Instructional Coach<br>Lesson Plans<br>PLC's | | **Nov** |
| | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |

**Strategy 6:** Implement accommodations for eligible students to assist in reading and writing

-accommodations training
-TELPAS strategies

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improved TELPAS scores, STAAR and Benchmarks | **Nov** |
| **Staff Responsible for Monitoring:** Administration<br>Bilingual Director | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None    **Funding Sources:**<br>**ESF Levers:** None    None | **Summative**<br>**June** |

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

**Performance Objective 7:** By May 2021 all identified Special Education and 504 Students in grades 3-5 will have 5% gains in the areas of reading and mathematics STAAR Assessment.

**Evaluation Data Sources:** Spring 2021 STAAR results
Benchmark DATA
CBA DATA
Color Bands

**Summative Evaluation:** None

| Strategy 1: Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency. Including working with ELAR teachers to provide a balanced literacy program to help with comprehension. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved fluency and decoding skills<br>Improved reading<br>Improved STAAR<br>CBA<br>Benchmark | | **Formative**<br><br>**Nov**<br><br>**Jan**<br><br>**Mar** |
| **Staff Responsible for Monitoring:** Administrators | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative**<br><br>**June** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | |
| **ESF Levers:** None | | |
| **Comprehensive Support Strategy** | | |

**Strategy 2:** Special Education teachers will collaborate with regular education teachers to implement various programs.
- Pearson Mathematics
 -Imagine Math

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved math skills<br>Improved CBA's<br>Improved Benchmarks<br>Improved STAAR | | **Nov** |
| | | **Jan** |
| | | **Mar** |
| **Staff Responsible for Monitoring:** Administrators<br>Special Education District Leadership Team | | **Summative** |
| | | **June** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:**<br>State Special Education | |
| **ESF Levers:** None | | |
| **Comprehensive Support Strategy** | | |

**Strategy 3:** Special education teachers and special education paraprofessionals will collaborate in educating students with diverse learning needs via the use of special programs, techniques and other methods to meet the needs of all their students. (IEP)

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved social skills, daily living skills and academic achievement. | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators<br>Strategist<br>Special Education Directors | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

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

**Performance Objective 8:** 100% of students identified as Gifted and Talented will score at Level III/Advanced Academic Performance of the Spring 2021 STAAR Assessment in the areas of reading, writing, math and science.

**Evaluation Data Sources:** STAAR DATA
Benchmark DATA
CBA DATA
Color Band DATA

**Summative Evaluation:** None

| Strategy 1: Teachers will collaborate with GT teacher to desegregate assessment DATA to monitor progress and ensure GT students are making the gains necessary to reach Advanced Academic progress by Spring 2020. | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved STAAR CCRS | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators<br>GT Teacher<br>Regular Education Teacher<br>Advanced Academic Coordinator | | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>State Gifted and Talented (G/T) | **June** |
| **ESF Levers:** None | | |

| Strategy 2: Advance Academics Teacher will monitor to ensure all teachers have their 30 hours of GT training days 1-5 | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan | | **Nov** |
| **Staff Responsible for Monitoring:** Administration<br>Advance Academic Teacher<br>Advance Academic Strategist | | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |

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

**Performance Objective 9:** By the end of 2021 80% of the campus wide migrant students will be reading at grade level.

**Evaluation Data Sources:** IRI's
Istation
Benchmarks
CBA's

**Summative Evaluation:** None

| **Strategy 1:** Migrant students will use the Plato Web Learning and the LightSpan Program during Migrant lab time to improve their reading skills. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved reading and mathematics skills<br>Improved STAAR scores<br>Improved benchmark results<br><br>**Staff Responsible for Monitoring:** Administrators<br>Migrant District Team | | **Formative**<br><br>**Nov**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>General Fund | **June** |
| **ESF Levers:** None | | |
| **Strategy 2:** Migrant paraprofessional staff will work with migrant students to assist in meeting their individual needs in math and reading. | | |
| **Strategy's Expected Result/Impact:** Improved STAAR scores<br>Improved Benchmark results<br>Improved reading skills<br><br>**Staff Responsible for Monitoring:** Administrators<br>Migrant District Team | | **Formative**<br><br>**Nov**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>General Fund | **June** |
| **ESF Levers:** None | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify ✗ Discontinue |

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

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

**Evaluation Data Sources:** Digital Citizenship Week

**Summative Evaluation:** None

| Strategy 1: Digital Citizenship Week  (Common Sense) | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students adhere to technology district policies, guidelines and rules which will positively affect character and decision making which will ensure that they are good digital citizens. | | **Formative** |
| | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators<br>ITC<br>Librarian | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** | **June** |
| **ESF Levers:** None | State Career and Technical | |

| Strategy 2: STAFF, Parents and Community will participate in project Tomorrow Speak Up Survey to monitor perceptions of a Safe, secure drug free technology rich and inviting environment to promote high performace | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Survey results from Campus and District level from multiple stakeholder groups<br>Positive! | | **Formative** |
| | | **Nov** |
| **Staff Responsible for Monitoring:** Director of Instructional Tech. | | **Jan** |
| | | **Mar** |
| Instructional Technology Strategiest | | |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:** | **June** |
| **ESF Levers:** None | None | |

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

**Performance Objective 2:** 100% of Dr. R. E. Margo Students will participate in activities that promote safe and drug fee schools including character building.

**Evaluation Data Sources:** Red Ribbon Week
Just Say No Week
Leader in Me

**Summative Evaluation:** None

| **Strategy 1:** Just Say No Week<br>Red Ribbon Week<br>Anti Bullying Week | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students will learn that healthy and drug free bodies are important to educational success. Students will learn how to get along with others and make decisions where everyone wins. | | **Formative** |
| | | **Nov** |
| **Staff Responsible for Monitoring:** Counselors<br>Administrators<br>Teachers | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |
| **Strategy 2:** Empowered to Lead Rally<br>Career Day | | |
| **Strategy's Expected Result/Impact:** Empower students to be leaders and take an active role in school. Provide students with an opportunity to learn about careers and initiate the process to make long term career goals. | | **Formative** |
| | | **Nov** |
| **Staff Responsible for Monitoring:** Counselors<br>Administrators<br>Teachers | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **June** |
| **ESF Levers:** None | | |

| **Strategy 3:** Teachers will provide students with activities that promote the 7 Habits of Highly Effective Leaders. | |
|---|---|
| **Strategy's Expected Result/Impact:** Students will be provided the skills to take an active role in being proactive thinkers who make decisions based on whats best for all parties involved.<br><br>**Staff Responsible for Monitoring:** Administrators | **Formative**<br>**Nov**<br>**Jan**<br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** None<br>**TEA Priorities:** None     **Funding Sources:**<br>**ESF Levers:** None     None | **Summative**<br>**June** |

| **Strategy 4:** A Junior Lighthouse Team will be selected to discuss student ideas and concerns. | |
|---|---|
| **Strategy's Expected Result/Impact:** Empower students to be active participants in their school.<br><br>**Staff Responsible for Monitoring:** Lighthouse Team<br>Administrators<br>Counselors | **Formative**<br>**Nov**<br>**Jan**<br>**Mar** |
| **Title I Schoolwide Elements:** 2.5     **Problem Statements:** None<br>**TEA Priorities:** None     **Funding Sources:**<br>**ESF Levers:** None     None | **Summative**<br>**June** |

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

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

**Evaluation Data Sources:** Lesson Plans
Walkthroughs including Virtual
Google Classroom
Imagine Math
Relex Math
Reasoning Minds
Istation
Learning Farm
Education Galaxy
Pebble Go
Stemscopes
STARFALL
Pearson Online

**Summative Evaluation:** None

| Strategy 1: Teachers will initiate the use of google classroom in the classroom in order to create a blended learning environment | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students become independent learners | | **Formative** |
| **Staff Responsible for Monitoring:** Administrators<br>Lesson Plans | | **Nov**<br>**Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** None | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 2:** Teachers will use computers, Chromebooks and printers in their classrooms in order to implement a blended environment.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Independent learners who are building their reading and mathematics capacity | **Nov** |
| **Staff Responsible for Monitoring:** Administrators <br> Lesson Plans <br> Walkthroughs | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** None     **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None     **Funding Sources:** None | **June** |
| **ESF Levers:** None | |

**Strategy 3:** Students will be provided instruction virtually and will be provided with chrome book and hot stops to help meet the instructional needs of students.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Close COVID-19 Slide <br> Close Gaps <br> Instructional Gains | **Nov** |
| **Staff Responsible for Monitoring:** Administration | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 2.4     **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None     **Funding Sources:** None | **June** |
| **ESF Levers:** None | |

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

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

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

| | |
|---|---|
| **Strategy 1:** Parent Specialist will recruit parents and community members  to participate in volunteer in place (VIP) Program in areas such as:<br>-teacher material assistance<br>-special events<br>-field trips<br>-decision making committees<br>-MANOS<br>-tutorin-beautification of the school | |

| | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increase parental-community engagement and  collaboration to increase students success. | | **Nov** |
| **Staff Responsible for Monitoring:** Parent Specialist<br>Administrators<br>Parental Involvement Director | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:**<br>Parent Specialist Title 1, Part A $71,522 | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 2:** Provide parenting sessions that address homework and how to come prepared to school.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increase home and school relations that impact student academic achievement. | **Nov** |
| **Staff Responsible for Monitoring:** Parent Specialist<br>Administrators<br>Parental Involvement Director | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2    **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None    **Funding Sources:** Title 1, Part A | **June** |
| **ESF Levers:** None | |

**Strategy 3:** Provide parental meetings to increase parental knowledge of:
-school policy
-school compact
-curriculum
-parental involvement
-District Standards for Student Achievement according to, District, TEA, ESSA and TIR requirements.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Parents will increase their knowledge of district and state expectations for students therefore having a positive effect of student success and achievement. | **Nov** |
| **Staff Responsible for Monitoring:** Parent Specialist<br>Parental Involvement Director | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2    **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None    **Funding Sources:** Title 1, Part A | **June** |
| **ESF Levers:** None | |

| **Strategy 4:** Promote and develop parent/teacher/student compact and parental involvement school policy. | |
| --- | --- |
| **Strategy's Expected Result/Impact:** An agreement that supports home school commitment for student progress and success. | **Formative** |
| **Staff Responsible for Monitoring:** Parent Specialist<br>Parental Involvement Director<br>Administrators | **Nov**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2     **Problem Statements:** None | |
| **TEA Priorities:** None     **Funding Sources:** | **Summative** |
| **ESF Levers:** None     Title 1, Part A | **June** |

| **Strategy 5:** Promote family literacy by providing ESL classes, reading workshops, HEB 3 READ and parenting with community and district literacy programs. | |
| --- | --- |
| **Strategy's Expected Result/Impact:** Increase family literacy success. | **Formative** |
| **Staff Responsible for Monitoring:** Parental Specialist<br>Administrators<br>District Parental Involvement Director | **Nov**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2     **Problem Statements:** None | |
| **TEA Priorities:** None     **Funding Sources:** | **Summative** |
| **ESF Levers:** None     Title 1, Part A | **June** |

**Strategy 6:** Provide nutrition classes to ensure healthy students and comply with Senate Bill 19
-Diabetes Awareness
-Better Family Life for Texas
-Superior Home Health
-Texas A&M Nutrition Program

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students and families will make healthy decisions that will impact their bodies and brains thus insuring academic achievement. | | **Nov** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Parental Specialist Parental Involvement Director | | **Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** Title 1, Part A | **Summative** |
| **ESF Levers:** None | | **June** |

**Strategy 7:** Provide early childhood trainings (Pre-K and Kindergarten)

-Family Latino Program
-HEB 3
-Reading Workshops

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** 3 and 4 year olds will be better equipped to enter school with a wider knowledge base that will impact their academic achievement in a positive and successful way. | | **Nov** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Parental Specialist Parental Involvement Director | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 | **Problem Statements:** None | |
| **TEA Priorities:** None | **Funding Sources:** None | **Summative** |
| **ESF Levers:** None | | **June** |

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

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

**Evaluation Data Sources:** Discipline referrals

**Summative Evaluation:** None

| **Strategy 1:** Students will be provided opportunities to be involved in community based projects such as:<br><br>-Box Tops for Education<br>-Ronald McDonald Pull Tab<br>-The Giving Tree<br>-The Vannie E. Cook Campaign<br>-Veteran's Day Assembly<br>-Literacy/Leadership Night | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others. | | **Formative** |
| | | **Nov** |
| **Staff Responsible for Monitoring:** Librarian<br>District Library Coordinator<br>Administration | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** None | **Funding Sources:**<br>Library Aide State Comp Ed (SCE) $41,032 | **June** |
| **ESF Levers:** None | | |
| 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:** In order to improve instruction for all student populations, teachers will participate in capacity building and staff development.

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

**Summative Evaluation:** None

**Strategy 1:** Ensure that staff have received professional staff development:
-Online Presence Courses
-TEKS Resource System
-Student Learning Objective
-Blended Learning
-Istation
-Reasoning Mind
-Imagine Math
-Best Practices Conference
-RGV Teachers for Math Conference
-Guided Reading
-Teacher Networking Observations
-Flashback Fridays
-The Writing Academy
-Include materials and equipment necessary to meet staff development needs

| | | | Formative |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Improve assessment results and student academic performance. | | | **Nov** |
| **Staff Responsible for Monitoring:** Administrators Language Arts Strategist Math Strategist | | | **Jan** |
| | | | **Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | | |
| **TEA Priorities:** None | **Funding Sources:** None | | **Summative** |
| **ESF Levers:** None | | | **June** |
| **Comprehensive Support Strategy** | | | |

**Strategy 2:** Teachers in grade K-5 will attend district Professional Learning Communities meetings to support language arts, math, social studies, and science curriculum frameworks.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Improve teachers pedagogy and craft along with student academic achievement. | **Nov** |
| **Staff Responsible for Monitoring:** Administrators | |
| Language Arts Strategist | **Jan** |
| Math Strategist | |
| Social Studies Strategist | **Mar** |
| Science Strategist | |
| | **Summative** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **June** |
| **TEA Priorities:** None | **Funding Sources:** None | |
| **ESF Levers:** None | | |

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 Dr. R.E. Margo Elementary

| Account Code | Account Title | Budget |
|---|---|---|
| 6100 Payroll Costs | | |
| 164.11.6119.27.109.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | $71,023.00 |
| 164.13.6119.00.109.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | $90,241.00 |
| 164.11.6129.00.109.8.30 | 6129 Salaries or Wages for Support Personnel | $99,774.00 |
| 164.11.6129.00.109.8.34 | 6129 Salaries or Wages for Support Personnel | $18,782.00 |
| 164.11.6129.27.109.8.30 | 6129 Salaries or Wages for Support Personnel | $53,245.00 |
| 164.12.6129.00.109.8.30 | 6129 Salaries or Wages for Support Personnel | $29,981.00 |
| 164.23.6129.00.109.8.30 | 6129 Salaries or Wages for Support Personnel | $23,535.00 |
| 164.11.6141.00.109.8.30 | 6141 Social Security/Medicare | $1,022.00 |
| 164.11.6141.00.109.8.34 | 6141 Social Security/Medicare | $272.00 |
| 164.11.6141.27.109.8.30 | 6141 Social Security/Medicare | $1,030.00 |
| 164.12.6141.00.109.8.30 | 6141 Social Security/Medicare | $435.00 |
| 164.23.6141.00.109.8.30 | 6141 Social Security/Medicare | $341.00 |
| 164.11.6142.00.109.8.30 | 6142 Group Health and Life Insurance | $23,116.00 |
| 164.11.6142.00.109.8.34 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6142.27.109.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.12.6142.00.109.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.13.6142.00.109.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.23.6142.00.109.8.30 | 6142 Group Health and Life Insurance | $5,779.00 |
| 164.11.6143.00.109.8.30 | 6143 Workers' Compensation | $300.00 |
| 164.11.6143.00.109.8.34 | 6143 Workers' Compensation | $56.00 |
| 164.11.6143.27.109.8.30 | 6143 Workers' Compensation | $213.00 |

| Account Code | Account Title | Budget |
|---|---|---|
| 164.12.6143.00.109.8.30 | 6143 Workers' Compensation | $90.00 |
| 164.13.6143.00.109.8.30 | 6143 Workers' Compensation | $271.00 |
| 164.23.6143.00.109.8.30 | 6143 Workers' Compensation | $71.00 |
| 164.11.6145.00.109.8.30 | 6145 Unemployment Compensation | $89.00 |
| 164.11.6145.00.109.8.34 | 6145 Unemployment Compensation | $17.00 |
| 164.11.6145.27.109.8.30 | 6145 Unemployment Compensation | $64.00 |
| 164.12.6145.00.109.8.30 | 6145 Unemployment Compensation | $27.00 |
| 164.13.6145.00.109.8.30 | 6145 Unemployment Compensation | $81.00 |
| 164.23.6145.00.109.8.30 | 6145 Unemployment Compensation | $21.00 |
| 164.11.6146.00.109.8.30 | 6146 Teacher Retirement/TRS Care | $2,244.00 |
| 164.13.6146.00.109.8.34 | 6146 Teacher Retirement/TRS Care | $423.00 |
| 164.11.6146.27.109.8.30 | 6146 Teacher Retirement/TRS Care | $2,366.00 |
| 164.12.6146.00.109.8.30 | 6146 Teacher Retirement/TRS Care | $675.00 |
| 164.13.6146.00.109.8.30 | 6146 Teacher Retirement/TRS Care | $2,031.00 |
| 164.23.6146.00.109.8.30 | 6146 Teacher Retirement/TRS Care | $530.00 |
| | **6100 Subtotal:** | **$451,261.00** |
| | | |
| 6200 Professional and Contracted Services | | |
| 164.13.6219.57.109.8.30 | 6219 Professional Services | $405.00 |
| | **6200 Subtotal:** | **$405.00** |
| | | |
| 6300 Supplies and Services | | |
| 164.11.6399.00.109.8.30 | 6399 General Supplies | $18,750.00 |
| | **6300 Subtotal:** | **$18,750.00** |

# Personnel for Dr. R.E. Margo Elementary

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

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

After review of the DATA for the 2018-2019 school year, we noticed that ther is a dire need to improve students ability to read at grade level.  Currently in 2019-2020 school year there are about 50% of our student population in grade 1-5 reading below expected grade level.

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

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Rubelina Martinez-Principal

Veronica Flores-CIF

Debbie Juarez-CIF

Anika Martinez-PK

Sandra Grinbergs-Kinder

Mari Galvan-First

Ermelinda Saucedo-Second

Araceli Barerra-Third

Janet Cavazos-Fourth

Selina Ramos-Fifth

Cynthia Perez-Counselor

Laura Hernandez-Counselor

Patricia Avila-Librarian

Rosie Arriaga-Parent Specilist

Arcadia Longoria-Instructional Technology Coach

Dee Ann Reyes-Special Education

David Morales-Specialty

Stephanie Rivera-Bilingual Chair

Rosie Arriaga-Parent Specialist

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

The CIP will be uploaded into the campus web page including the District Web Page. It is also available in hard copy at the front office and upon request.

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

## 3.1: Develop and distribute Parent and Family Engagement Policy

See attached addendum

## 3.2: Offer flexible number of parent involvement meetings

See attched addendum

# Campus Funding Summary

| | | | | | |
|---|---|---|---|---|---|
| **State Comp Ed (SCE)** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 2 | Instructional Technology Coach | | $83,629.00 |
| 1 | 3 | 5 | Instructional Aide | | $134,033.00 |
| 1 | 4 | 1 | Language Arts Facilitator | | $91,388.00 |
| 1 | 4 | 6 | Instructional Aide | | $71,742.00 |
| 3 | 2 | 1 | Library Aide | | $41,032.00 |
| | | | | **Sub-Total** | $421,824.00 |
| | | | | **Budgeted Fund Source Amount** | $498,456.00 |
| | | | | **+/- Difference** | $76,632.00 |
| | | | | **Grand Total** | $421,824.00 |

# Addendums