

Weslaco Independent School District
Dr. R.E. Margo Elementary
2021-2022 Campus Improvement Plan



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 students to become 21st Century Learners, Leaders, and Innovators.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.	13
Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.	32
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: Exceptional community service, open communication, and positive collaboration for student success.	37
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT: High quality, research-based training development and support for all employees.	40
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.	42
State Compensatory	43
Budget for Dr. R.E. Margo Elementary	44
Personnel for Dr. R.E. Margo Elementary	44
Title I Schoolwide Elements	44
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	45
1.1: Comprehensive Needs Assessment	45
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	45
2.1: Campus Improvement Plan developed with appropriate stakeholders	45
2.2: Regular monitoring and revision	46
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.6: Address needs of all students, particularly at-risk	46
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	46
3.1: Develop and distribute Parent and Family Engagement Policy	46
3.2: Offer flexible number of parent involvement meetings	46
Title I Personnel	47
Campus Funding Summary	48
Addendums	50

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 Professional 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 (Prioritized): There is a need for improvement in all core subject areas on STAAR 3-5 for all students including the specific populations of EL's, Special Ed, Dyslexia, Migrant and Eco Dis. **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 Approaches or higher. 46% or higher of ELL students met the ELP Target on TELPAS.

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 grade 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 committee 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 collaborate, 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 progress and student populations.

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

Administrative staff collaborate with teachers to discuss 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, recycling, music and leadership

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

-Weekly news letter to communicate weekly campus activities and expectations

-Monthly calendar to communicate monthly activities 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 programs (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 is monitored closely and truancy practices are in place. The attendance goal is 97% or above-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 academics 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 Anti-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 expectations 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 Foundation, and we have a Veteran's Program to honor those who serve our country.

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

Problem Statement 1: There is a need for improvement in all core subject areas on STAAR 3-5 for all students including the specific populations of EL's, Special Ed, Dyslexia, Migrant and Eco Dis.

Root Cause 1: Root Cause Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency).

Problem Statement 1 Areas: Demographics

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
- (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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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 2021-2022 school year our benchmark DATA in social studies will reflect the closing of the COVID 19 gap by returning to or exceeding the 2019 scores.

Evaluation Data Sources: Lesson plans
benchmarks
informal assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Social Studies process standards including sequencing, categorizing, identifying cause and effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions.</p> <p>Strategy's Expected Result/Impact: Improved reading scores Improved benchmark results Improved STAAR scores</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Virtual workshops, training and materials for SS teachers as well as PLC's</p> <p>Strategy's Expected Result/Impact: Improved performance on CBA's and benchmarks</p> <p>Staff Responsible for Monitoring: Administration Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Writing included as part of SS assessment for supporting SS teachers in the writing process.</p> <p>Strategy's Expected Result/Impact: Improved performance for all students on benchmarks and STAAR and STAAR Writing</p> <p>Staff Responsible for Monitoring: Administration SS Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: By Spring 2022 we will close the gap created by COVID 19 and score at or above in science where we were pre pandemic in the Spring of 2019 which were at 87% at approaches, 62% in meets and 36% in masters.

Evaluation Data Sources: STAAR DATA
 CBA and Benchmark DATA
 Color Band DATA
 NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: The students will be provided the opportunity to explore science concepts and processes through hand on experiences , investigations, laboratory experiments and lecture.</p> <p>-FOSS -Stemscope -TEKS Resources -Education Galaxy -Edusmart Science -STAAR SMART -Gizmos</p> <p>Strategy's Expected Result/Impact: Improved CBA results Improved Benchmark results Improved STAAR results</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students struggling with science objectives will attend Extended Day/Saturday Science camps.</p> <p>Strategy's Expected Result/Impact: Improved scores on CBA's , benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p> <p>-TSTC Challenger Learning Center -Valley Nature Center -Estero Llano Grande</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Administration Science Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the PLC.</p> <p>Strategy's Expected Result/Impact: -increased performance of students on assessment -district CBA's, benchmarks, WEA Maps and STAAR</p> <p>Staff Responsible for Monitoring: Administration through lesson planning Science Strategist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Integrate the application of technology to promote a blended learning environment in science classes through various online programs.</p> <p>-StemScopes -Edusmart -Gizmos in Science for Us -Education Galaxy -Measuring Up Live 2.0</p> <p>Strategy's Expected Result/Impact: Increased performance of students on assessments -District CBA, Benchmarks, NWEA Maps and STAAR</p> <p>Staff Responsible for Monitoring: Administration Science Strategist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 3: By Spring 2022 the gap created by unfinished learning will close and students taking the STAAR math assessment will score at or above the 2019 Spring STARR assessment which were: 90% approaches, 54% meets and 27% masters.

Evaluation Data Sources: STAAR DATA
 Benchmark DATA
 CBA DATA
 Color Band DATA
 NWEA MAP DATA

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through PLC's -updated IFD's -Backward Design Document Strategy's Expected Result/Impact: Improved mathematics, science and reading skills Improved CBA results Improved Benchmark results Improved STAAR results Staff Responsible for Monitoring: Administrative Staff Math Strategiest Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate the application of technology to promote a blended learning environment.</p> <ul style="list-style-type: none"> -Imagine Math (K-5) -Reflex Math (2-5) -Envision Math (Pearson) -ST Math -Mentoring Minds Think Up grades 3-5 <p>Strategy's Expected Result/Impact: Improved individual student knowledge CBA Benchmarks Classwork STAAR</p> <p>Staff Responsible for Monitoring: Administrative Staff Math Strategiest</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate math process standards including problem solving strategies to strengthen students oral and written communication.</p> <ul style="list-style-type: none"> -TRS Differentiating Performance Assessment -Number Math Talks -Math Work Stations -Mathematics Readers -Daily Math fact fluency center/kits -Differentiated math centers <p>Strategy's Expected Result/Impact: Improved CBA results Improved Benchmark results Improved STAAR results</p> <p>Staff Responsible for Monitoring: Administrative Staff Math Strategiest</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students struggling in mathematics will receive additional tutoring during POWER Hour/Extended Day/Saturday Camps as per requirements of HB4545.</p> <p>Strategy's Expected Result/Impact: Improved mathematics scores on benchmarks, CBA's and STAAR</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 5) Tutoring provided during class time by paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Improved math concept acquisition</p> <p>Improved benchmarks Improved STAAR Results</p> <p>Staff Responsible for Monitoring: Tutoring Logs Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional Aide - State Comp Ed (SCE) - \$134,033, Pre-K Instructional Aide - State Comp Ed (SCE) - \$26,682</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff Development opportunities to enhance content knowledge and effectively implement research based instructional strategies</p> <p>-RVGCTM -Region 1 (TEKS Planning) -Math Solutions Formative Assessment</p> <p>Strategy's Expected Result/Impact: Improved performance on STAAR, CBA'S and benchmarks</p> <p>Staff Responsible for Monitoring: Administration Math Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: By Spring 2022, the learning gap due to COVID 19 will close and students taking the STAAR Reading assessment will score at or above the 2019 scores of 86% at approaches, 44% at meets and 19% masters.

HB3 Goal

Evaluation Data Sources: STAAR DATA

Istation

IRI's

SIPPS Pre Assessment

CBA DATA

Benchmark DATA

NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for a literacy focus through a balanced literacy framework which address phonics, phonological awareness, shared reading, guided reading, independent reading, writing, grammar mechanics including fluency, comprehension and vocabulary.</p> <p>-5 components of reading -read aloud -shared reading -guided reading -independent reading -writing -grammar mechanics -spelling -handwriting -SIPPS</p> <p>Strategy's Expected Result/Impact: Improved reading skills Improved writing skills Improved grammar skills Improved Istation Scores Improved time and books read on AR and EPIC Improved penmanship Improved CBA's Improved Benchmarks Improved STAAR IReady 3-5</p> <p>Staff Responsible for Monitoring: Administrative Staff Language Arts Strategiest</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Language Arts Facilitator - State Comp Ed (SCE) - \$91,388</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve reading fluency and comprehension using the following programs and strategies:</p> <ul style="list-style-type: none"> -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 -Mentoring Minds/IReady -Fountas and Pinnell -Texas Reading Academies -SAVVAS Realize -Guided Reading <p>Strategy's Expected Result/Impact: Improved overall reading levels Improved CBA's Improved Benchmarks Improved STAAR</p> <p>Staff Responsible for Monitoring: Administrative Staff Language Arts Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement an organizational framework for teaching writing.</p> <ul style="list-style-type: none"> -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 <p>Strategy's Expected Result/Impact: Improved writing skills Improved CBA's Improved Benchmarks Improved STAAR</p> <p>Staff Responsible for Monitoring: Administrative Staff Language Arts Strategist Six Weeks Writing CBA's</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Struggling students will be provided tutoring for reading and writing during Power Hour/Extended Day/Saturday Camps to meet compliance with HB 4545.</p> <p>Strategy's Expected Result/Impact: Improved scores on CBA's, benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Administrators Tutoring Logs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Support the implementation of the TEKS Resource system including alignment, instruction and assessment through District PLC and Campus PLC for both reading and writing.</p> <p>-staff development on new TEKS and state assesement</p> <p>Strategy's Expected Result/Impact: Improved performance on CBA's, benchmarks and STAAR reading and writing</p> <p>Staff Responsible for Monitoring: Administration ELAR strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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 2021-2022 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counseling Department will help establish, implement, and manage programs which will benefit all students and promote a safe and nurturing environment.</p> <p>-Red Ribbon Week -Just Say NO -Leader In Me -Anti Bullying Week</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrative Staff District Staff Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a strong conflict resolution program that promotes positive relationships and student success.</p> <p>-Leader In Me -Counseling Classes</p> <p>Strategy's Expected Result/Impact: Students will be equipped with the skills needed to make effective decisions</p> <p>Staff Responsible for Monitoring: Administrative Staff District Staff Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Will increase College and Career Readiness by at least 5% by closely monitoring students and providing Response to Intervention for all students.</p> <p>-DATA meetings -Success Ed</p> <p>Strategy's Expected Result/Impact: Improved CBA results Improved Benchmark results Improved STAAR CCRS Overall improvement in understanding Level 3 questions</p> <p>Staff Responsible for Monitoring: Administrative Staff Teachers Counselors Parents</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 6: By Spring 2022, the percentage of EL students who score at the Approaches level on the STAAR reading assessment will increase from 82% to 85%.

Evaluation Data Sources: STAAR DATA
CBA DATA
Benchmark DATA
NWEAP MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the SUMMIT program to help EL students practice reading language arts concepts to gain confidence for state assessments. The program will help close gaps and ensure growth for all students.</p> <p>Strategy's Expected Result/Impact: Improved CBA results Improved Benchmark results Improved STAAR results</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Improved performance on TELPAS 2020-2021</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Lesson Plans PLC's</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement accommodations for eligible students to assist in reading and writing -accommodations training -TELPAS strategies -TELPAS At A Glance -Kurweil -Summitt Strategy's Expected Result/Impact: Improved TELPAS scores, STAAR and Benchmarks Staff Responsible for Monitoring: Administration Bilingual Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Training TELPAS at a Glance - State Comp Ed (SCE) - \$750	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: By May 2022 all identified Special Education, 504 Students and students with dyslexia in grades 3-5 will have 5% gains in the areas of reading and mathematics STAAR Assessment.

-Use Kurzweil to help with the online accommodations for Online STAAR.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved fluency and decoding skills Improved reading Improved STAAR CBA Benchmark</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers will collaborate with regular education teachers to implement various programs.</p> <p>- Pearson Mathematics -Imagine Math</p> <p>Strategy's Expected Result/Impact: Improved math skills Improved CBA's Improved Benchmarks Improved STAAR</p> <p>Staff Responsible for Monitoring: Administrators Special Education District Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: - State Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: Improved social skills, daily living skills and academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators Strategist Special Education Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement SD in how to use instructional strategies in reading, the dyslexia handbook and the understanding of the written language to assist students.</p> <p>Strategy's Expected Result/Impact: -Improved benchmark scores and STAAR -progress reports -progress monitoring scores</p> <p>Staff Responsible for Monitoring: -Administration -Special Ed. Admin.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 8: 100% of students identified as Gifted and Talented will score at Level III/Advanced Academic Performance of the Spring 2022 STAAR Assessment in the areas of reading, math and science.

Evaluation Data Sources: STAAR DATA
 Benchmark DATA
 CBA DATA
 Color Band DATA
 NWEA MAP

Strategy 1 Details	Reviews			
<p>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 2022.</p> <p>Strategy's Expected Result/Impact: Improved STAAR CCRS</p> <p>Staff Responsible for Monitoring: Administrators GT Teacher Regular Education Teacher Advanced Academic Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Gifted and Talented (G/T)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Advance Academics Teacher will monitor to ensure all teachers have their 30 hours of GT training days 1-5</p> <p>Strategy's Expected Result/Impact: All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan</p> <p>Staff Responsible for Monitoring: Administration Advance Academic Teacher Advance Academic Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 9: By the end of 2022 80% of the campus wide migrant students will be reading at grade level.

Evaluation Data Sources: IRI's

Istation

Benchmarks

CBA's

Strategy 1 Details	Reviews			
<p>Strategy 1: Migrant students will use Imagine Learning during Migrant lab time to improve their reading skills.</p> <p>Strategy's Expected Result/Impact: Improved reading and mathematics skills Improved STAAR scores Improved benchmark results</p> <p>Staff Responsible for Monitoring: Administrators Migrant District Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Migrant paraprofessional staff will work with migrant students to assist in meeting their individual needs in math and reading.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores Improved Benchmark results Improved reading skills</p> <p>Staff Responsible for Monitoring: Administrators Migrant District Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 10: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure that 70% of the students prepare for the rigor of STAAR and all other academic curriculums.

Evaluation Data Sources: STAAR

Retention Rate

Student Grades

High usage of structured reading programs like AR, EPIX and MyOn

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level. Strategy's Expected Result/Impact: -Improved reading skills -improved library skills	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 11: During the 2021-2022 school year, 50% of core content classroom teachers will implement personalized, blended learning for high quality, engaging instructional practices along the continuum of learning environment.

Evaluation Data Sources: CLEVER
 Google Classroom
 See Saw

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create pathways to allow for differentiated instruction in the classroom using a blended learning approach to help students meet their highest potential and minimize the COVID gap.</p> <p>Strategy's Expected Result/Impact: Improved reading skills Improved mathematics skills Improved CBA's Improved STAAR NWEA Maps</p> <p>Staff Responsible for Monitoring: Administration ITC</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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
 Cyber Security Training and Certificates
 Common Sense Media Training
 Common Sense Ed. Docs.

Strategy 1 Details	Reviews			
<p>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. Staff Responsible for Monitoring: Administrators ITC Librarian Title I Schoolwide Elements: 2.5 Funding Sources: ITC - State Comp Ed (SCE) - \$83,629</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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 performance. Strategy's Expected Result/Impact: Survey results from Campus and District level from multiple stakeholder groups Positive! Staff Responsible for Monitoring: Director of Instructional Tech. Instructional Technology Strategiest</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Just Say No Week Red Ribbon Week Anti Bullying Week</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Empowered to Lead Rally Career Day</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselors Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide students with activities that promote the 7 Habits of Highly Effective Leaders.</p> <p>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 what's best for all parties involved.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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. Staff Responsible for Monitoring: Lighthouse Team Administrators Counselors Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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
- Google Classroom
- Imagine Math
- Relex Math
- Istation
- Learning Farm
- Education Galaxy
- Pebble Go
- Stemscopes
- STARFALL
- Pearson Online
- Class Kick
- See Saw
- Kami
- Sharon Wells Online

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will initiate the use of google classroom in the classroom in order to create a blended learning environment</p> <p>Strategy's Expected Result/Impact: Students become independent learners</p> <p>Staff Responsible for Monitoring: Administrators Lesson Plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use computers, Chromebooks and printers in their classrooms in order to implement a blended environment.</p> <p>Strategy's Expected Result/Impact: Independent learners who are building their reading and mathematics capacity</p> <p>Staff Responsible for Monitoring: Administrators Lesson Plans Walkthroughs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Counselors will work closely with students who are participating in in-person learning or distance education. Guidance lessons are in place to help students strengthen the social emotional skills that will help improve academic outcomes, help students deal with COVID 19 stressors and increase pro-social behaviors.

Evaluation Data Sources: Counselor referrals

Discipline referrals

Promotion rates

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

Performance Objective 1: Dr. R. E. Margo family engagement is determined to engage parents, families and communities, virtual or face to face, to be active partners in the education of their child by 5%.

- Evaluation Data Sources:** Campus aligned parent meetings
 Evaluations
 Campus events
 Staff meetings
 Log ins
 Sign ins
 Parent teacher conference

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Specialist will recruit parents and community members to participate in volunteer in place (VIP) Program in areas such as: -teacher material assistance -special events -field trips -decision making committees -MANOS -tutoring-beautification of the school</p> <p>Strategy's Expected Result/Impact: Increase parental-community engagement and collaboration to increase students success.</p> <p>Staff Responsible for Monitoring: Parent Specialist Administrators Parental Involvement Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Specialist - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Margo will provide parent meeting virtually or face to face when applicable topics will range from online learning to preparing your home for this type of atmosphere. Other topics will include technology, different software, platforms to communicate with parents and parent portal, STAAR, Bullying and Drug Prevention, literacy and core academic strategy, The Leader in Me, mental health awareness, campus safety precautions, nutrition and college/career exploration and readiness.</p> <p>Strategy's Expected Result/Impact: Increase home and school relations that impact student academic achievement.</p> <p>Staff Responsible for Monitoring: Parent Specialist Administrators Parental Involvement Director</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote and develop parent/teacher/student compact and parental involvement school policy.</p> <p>Strategy's Expected Result/Impact: An agreement that supports home school commitment for student progress and success.</p> <p>Staff Responsible for Monitoring: Parent Specialist Parental Involvement Director Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Promote family literacy by providing ESL classes, reading workshops, HEB 3 READ and parenting with community and district literacy programs.</p> <p>Strategy's Expected Result/Impact: Increase family literacy success.</p> <p>Staff Responsible for Monitoring: Parental Specialist Administrators District Parental Involvement Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: 100% of Margo students will participate in community based projects which help communities and families across the county.

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided opportunities to be involved in community based projects such as:</p> <ul style="list-style-type: none"> -Box Tops for Education -Ronald McDonald Pull Tab -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Assembly -Literacy/Leadership Night <p>Strategy's Expected Result/Impact: School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others.</p> <p>Staff Responsible for Monitoring: Librarian District Library Coordinator Administration</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Library Aide - State Comp Ed (SCE) - \$41,032</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 1: Develop and provide high quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their practice of personalized blended learning along the continuum of learning environment (2021-2022, instructional technology).

Evaluation Data Sources: Digital Badging reports
 Schoology reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that staff have received professional staff development:</p> <ul style="list-style-type: none"> -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 <p>Strategy's Expected Result/Impact: Improve assessment results and student academic performance.</p> <p>Staff Responsible for Monitoring: Administrators Language Arts Strategist Math Strategist</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve teachers pedagogy and craft along with student academic</p>	Formative			Summative
	Nov	Jan	Mar	June

achievement.

Staff Responsible for Monitoring: Administrators

Language Arts Strategist

Math Strategist

Social Studies Strategist

Science Strategist



No Progress



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

Total SCE Funds:

Total FTEs Funded by SCE: 12

Brief Description of SCE Services and/or Programs

--

Personnel for Dr. R.E. Margo Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adana Baldonado	Instructional Aide	1
Allyson Flores	Instructional Aide (Pre-Kinder)	NaN
Annalisa Hernandez	At Risk Attendance Clerk	1
Claudia Mata	Technology Instructional Coach	1
Debbie Davila Juarez	Campus Instructional Facilitator	1
Delicia Balleza	Instructional Aide (Pre-Kinder)	1
Ester Garcia	Computer Lab Aide	1
Jose Sanchez	Instructional Aide	1
Lesvia Rivera	Computer Lab Aide	1
Maria Velasquez	Instructional Aide	1
Suzette Alton	Instructional Aide	1
Sylvia Guerra	Library Aide	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 and partial DATA for the 2019-2020 school year, we noticed that there is a dire need to improve students ability to read at grade level. Currently in the 2020-2021 school year about 50% of our student population in grade 1-5 are reading below expected grade level. Students are also struggling with mathematics specifically because of the COVID slide. September 2020

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan is developed with the involvement of teachers, principals and other school leaders and support staff personnel. The following is a comprehensive list of the Campus Advisory Committee members who have assisted with the CIP:

Rubelina Martinez-Principal

Veronica Flores-CIF

Debbie Juarez-CIF

PK-Paula Snook

Priscilla Lugo-Kinder

Anahi Gomez-First

Ashley Bautista-Second

Sonia Rangel-Third

Janet Cavazos-Fourth

Griselda Salinas-Fifth

Cynthia Perez-Counselor

Laura Hernandez-Counselor

Patricia Avila-Librarian

Rosie Arriaga-Parent Specialist

Claudia Mata-Instructional Technology Coach

Lorena Salazar-Special Education

David Morales-Specialty

Stephanie Rivera-Bilingual Chair

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school year and shall be monitored and revised at least three times a year to ensure we are giving all students the opportunity to learn and grow in their academic achievement including meeting the challenging state academic standards. The plan is revised in November, January and March to ensure we are meeting our goals.

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

The CIP is available to the Margo parents as well as the community via online on the school's website including the district website. It is also available in hard copy upon request at the school office at 1701 S. Bridge.

2.4: Opportunities for all children to meet State standards

Margo elementary offers opportunities for all student as addressed in the CIP on the following pages:

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

Meeting the needs of all students and those at risk of not passing the STAAR or grade level can be found on pages:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The WISD Family Engagement Policy can be found at www.wisd.us website, in the student handbook, at parent meetings, and at the Parental Involvement office located at 400 S. Oklahoma in Weslaco. The policy is available in English and Spanish.

The WISD Family Engagement Policy can be found in the attached addendum.

3.2: Offer flexible number of parent involvement meetings

See attached addendum
Dr. R.E. Margo Elementary
Generated by Plan4Learning.com

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Meza	Instructional Aide Special Ed.	Federal Special Ed.	1
Bianca Garcia	Instructional Aide	Title I Migrant	0.45
Bianca Garcia	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Blanca N. Alvarez	LVN	Title I Part A	1
Claudia Ornelas	Teacher Class Size Reduction	Title II Part A	1
Delia A. Ortiz	Instructional Aide Special Ed.	Title I Part A	1
Emma Luna	Library Aide	Title I Part A	1
Jeanette De La Cruz	Instructional Aide Special Ed.	Federal Special Ed.	1
Maria Del Rosario Aldana	Instructional Aide Special Ed.	Federal Special Ed.	1
Maricela Arends	Media Aide	Title I Part A	1
Martha Campos	Instructional Aide Special Ed.	Federal Special Ed.	1
Rosa E. Arriaga	Parent Specialists	Title I Part A	1
Rosalinda Lopez	Instructional Aide Special Ed.	Federal Special Ed.	1
Salvador Hinojosa	Homebound	Federal Special Ed.	0.1
Sylvia A. Cantu	Occupational Therapist Aide	Federal Special Ed.	0.2
Veronica Flores	Facilitator Campus Instructional	Title I Part A	1

Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
Sub-Total					\$0.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5	Instructional Aide		\$134,033.00
1	3	5	Pre-K Instructional Aide		\$26,682.00
1	4	1	Language Arts Facilitator		\$91,388.00
1	6	3	Training TELPAS at a Glance		\$750.00
2	1	1	ITC		\$83,629.00
3	2	1	Library Aide		\$41,032.00
Sub-Total					\$377,514.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parent Specialist		\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	9	1			\$0.00

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2			\$0.00
				Sub-Total	\$0.00
				Grand Total	\$377,514.00

Addendums