

Weslaco Independent School District
Memorial Elementary
2021-2022 Campus Improvement Plan



Mission Statement

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

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

Always do the right thing

Determined to finish strong

Vision

Memorial Elementary will create a positive, nurturing environment for all members of our school so that we can prepare our students to achieve excellence by providing a high quality education that empowers them to become lifelong learners, readers and leaders that one day contribute to our community and the world.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.	12
Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance	31
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success.	35
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality,research based training development and support for all employees.	36
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.	38
State Compensatory	39
Budget for Memorial Elementary	40
Personnel for Memorial Elementary	40
Title I Schoolwide Elements	40
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	41
1.1: Comprehensive Needs Assessment	41
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	41
2.1: Campus Improvement Plan developed with appropriate stakeholders	41
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	42
2.4: Opportunities for all children to meet State standards	42
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	42
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	42
3.1: Develop and distribute Parent and Family Engagement Policy	42
Title I Personnel	43
Campus Funding Summary	44
Addendums	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2021, the total student population was 915 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary is in its sixth year as a Leader in Me School. As a district initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the habits are seen suspended from the ceiling and clearly posted on the front doors. Every morning fifth grade students are at the entrance of the school to greet students and accompany any student who has difficulty finding their classroom.

The student population is 95% Hispanic, 4% White and 1% African American. Other demographic information includes students in Special Education (10%), Migrant (1%), LEP (14%), and Gifted and Talented (6%).

According to the most recent 2019-2020 TAPR, teachers serving this school are 52 Hispanic and 7 Whites. There are only five teachers with 1-5 years of experience, seven teachers with 6-10 years experience, thirty one teachers with 11-20 years of experience, and fifteen teachers with over 20 years experience. The average years of overall experience is 14 years about the same as school district average.

Demographics Strengths

- Attendance rate for the 2020-2021 school year was 97%, meeting the state goal of 97%.
- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned six out of six distinctions on the Spring 2018 and 2019 STAAR Assessment (ELA/Reading, Math, Science, Student Progress, Closing the Gap, and Post Secondary)
- Earned an A ratings from TEA for two consecutive years
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core area content on STAAR 3-5 for all students including specific populations of ELL, SPED, and Economically Disadvantaged have areas of growth. **Root Cause:** Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

Student Learning

Student Learning Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results using Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus administrators in conjunction with teachers meet to desegregate data to identify the strengths and weaknesses of students to determine specific concerns and a plan of action.

2018-2019 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

All Students	Hispanic	Special Ed.	Econ. Disadv.	ELL
All Subjects 2019 - 90%	All Subjects 2019 - 91%	All Subjects 2019 - 48%	All Subjects 2019 - 88%	All Subjects 2019 - 84%
Reading 2019 - 92%	Reading 2019 - 92%	Reading 2019- 38%	Reading 2019 - 90%	Reading 2019 - 87%
Math 2019 - 94%	Math 2019 - 94%	Math 2019- 66%	Math 2019- 91%	Math 2019 - 84%
Writing 2019 - 80%	Writing 2019 - 80%	Writing 2019 - 44%	Writing 2019 - 72%	Writing 2019 -84%
Science 2019 - 91%	Science 2019 - 91%	Science 2019 - 29%	Science 2019 - 87%	Science 2019 -78%

Student Learning Strengths

Memorial Elementary special education students showed improvement on Writing STAAR (from 11% to 44%) and the economically students showed improvement on Writing STAAR as well (from 63% to 72%).

Memorial Elementary showed improvement on Science STAAR scores (90% to 91%), Math STAAR scores (91% to 94%), and Reading STAAR scores (86% to 92%).

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

Memorial Elementary uses a hiring committee consisting of administrators, counselors, and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade level mentor as well as support from administration.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Memorial Elementary has only approximately 50% of teachers bilingually certified. **Root Cause:** Teachers do not feel the need and are hesitant to take the bilingual certification exam.

Perceptions

Perceptions Summary

Memorial Elementary has a positive school climate. Teachers and faculty members work together to ensure student success in a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) involves stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students and teachers.

Perceptions Strengths

- Implementation of *The Seven Habits of Happy Kids*
- A positive learning environment
- Campus personnel works together to address student absences, tardies, and discipline referrals.
- Teachers meet in Professional Learning Committees every other Wednesday to share ideas and strategies.
- Grade level meetings are taken place every other Wednesday with administration.
- Teachers are rewarded with jean passes and hour lunches.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Memorial Elementary has taken all possible measures to keep students and staff safe and secure. **Root Cause:** Our enrollment is currently 1,017 students and we only have one security guard on campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

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

Performance Objective 1: By Spring 2022, CBA data will reflect the closing of the Covid-19 gap by returning to or exceeding the 2019 scores.

Evaluation Data Sources: CBA Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Effective Reading Strategies in Social Studies Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grade 5). Geographical, political, social and economical influences in history (grades Pre-K-5th) Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks. Staff Responsible for Monitoring: Campus Administration Social Studies Strategist Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, and benchmarks Staff Responsible for Monitoring: Social Studies Teachers Administrators Social Studies Strategist Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate the application of technology to promote a blended learning environment in social studies classrooms through various programs: Envision Social Studies-Pearson Strategy's Expected Result/Impact: Increased performance of students on assessments: CBAs District Benchmarks Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4 Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
Strategy 4: Writing included as part of Social Studies assessments. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs and benchmarks Staff Responsible for Monitoring: Social Studies CIF Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div>  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 2: By Spring 2022, we will close the gap created by COVID-19 and score at or above where we were pre-pandemic in the Spring of 2019, namely 83% on Approaches, 56% on Meets, and 24% on Masters in Science STAAR.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Provide purposeful data-driven instruction. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Teachers Science CIF Administrators Science Strategist Title I Schoolwide Elements: 2.4 Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Teachers Science CIF Administrators Science Strategist Title I Schoolwide Elements: 2.4 Funding Sources: - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coaching and development of teachers through Professional Learning Communities. Meet once every six weeks to develop lessons and activities Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Science Teachers Science CIF Administrators Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs: StemScopes Education Galaxy EduSmart Gizmos Science4Us Brain Pop Jr Measuring Up Live 2.0 Strategy's Expected Result/Impact: Increased performance on assessments: CBAs District Benchmarks STAAR Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Allocate supplemental resources to support effective science instruction and assessment reviews. Strategy's Expected Result/Impact: Increased performance on assessments CBAs Benchmarks STAAR Staff Responsible for Monitoring: Science CIF Campus administration Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 3: By Spring 2022, we will close the gap created by COVID-19 and score at or above where we were pre-pandemic in the Spring of 2019, namely 84% on Approaches, 53% on Meets, and 26% on Masters in Math STAAR.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5) Updated IFDs Backwards Design Document Instructional considerations for purposeful planning (ICAPP) document Strategy's Expected Result/Impact: Increased performance on Math assessments: CBAs Benchmarks STAAR Staff Responsible for Monitoring: Math CIF Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Integrate the application of technology to promote a blended learning environment in Math classrooms through various programs: *Envision Math-SAVVAS *ST Math Grades K-5 *Reflex Math Grades 2-5 *Imagine Math Grades K-5 *Education Galaxy * Mentoring Minds Think Up! Grades 3-8 *iReady Connect Strategy's Expected Result/Impact: Increased performance on Math assessments CBAs Benchmarks STAAR Staff Responsible for Monitoring: Math CIF Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Education Galaxy - State Comp Ed (SCE) - \$899.99	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Allocate supplemental resources to support math instruction and assessments reviews. *TRS *Mentoring Minds *TEKS bank *Measuring Up *Fast Focus *Count Down to STAAR *Math Manipulatives Strategy's Expected Result/Impact: Increased performance on Math assessments: CBAs Benchmarks STAAR Staff Responsible for Monitoring: Math CIF Campus Administration Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics TRS Differentiating Performance Assessments Math Tasks Number/math Talks Workstations Daily Math Fact Fluency Center Differentiated Math Centers Jamboard Nearpod Strategy's Expected Result/Impact: Increase performance of students on assessments CBAs Benchmarks STAAR Staff Responsible for Monitoring: Math CIFs Campus Administration Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Monitor student performance including subgroups through the desegregation of assessment data during PLC meetings to identify areas of need *CBAs *Benchmarks *NWEA MAP Diagnostic Assessments *TEKS Resource System-Formative Assessment items *Pearson Placement Test (K-5) *Online Program-Imagine Math (Quantile Growth) Pre-K-5th Strategy's Expected Result/Impact: Increased performance of students on assessments CBAs Benchmarks STAAR Staff Responsible for Monitoring: Math CIF Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 4: By Spring 2022, the learning gap due to Covid 19 will close and students, taking the STAAR Reading Language Arts assessments, will score at or above the 2019 Spring STAAR assessments at the Approaches Level of 72%.

HB3 Goal

Evaluation Data Sources: STAAR Data
Benchmarks
NWEA Map Growth Data

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy framework which addresses phonics, phonological awareness, shared reading, guided reading, independent reading, fluency, comprehension, and vocabulary, writing, grammar/mechanics. Strategy's Expected Result/Impact: Improved performance on the Reading and Writing assessments: CBAs, Benchmarks, STAAR assessments Staff Responsible for Monitoring: ELAR CIF Campus administration ELAR Strategist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5) Strategy's Expected Result/Impact: Improved performance on reading and writing assessments: CBAs Benchmarks STAAR Assessments Staff Responsible for Monitoring: ELAR CIF Instructional coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Facilitator - State Comp Ed (SCE) - \$97,601	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Integrate the application of technology to promote a blended learning environment in Language Arts classrooms through various programs: Read Works Digital Education Galaxy Kahoot Think Central Google Classroom Socrative Story Bird Reading A-Z MyOn Istation Tess Teach Brain Pop Jr. Quizlet MyOn Newslea Ted Ed. Accelerated Reader Strategy's Expected Result/Impact: Improved performance on reading and writing assessments: CBAs Benchmarks STAAR Assessments Staff Responsible for Monitoring: Teachers Administrators Campus CTC Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Campus Technology Coordinator - State Comp Ed (SCE) - \$81,029, Technology Aides - State Comp Ed (SCE) - \$75,696		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Students will monitor their own reading level, sight word identification, performance on CBAs, and benchmarks. Strategy's Expected Result/Impact: Improve performance on reading levels, CBAs, and benchmarks Staff Responsible for Monitoring: Teachers Administration Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy Funding Sources: Leader in Me Coaching - State Comp Ed (SCE) - \$3,850, Leader In Me Membership - State Comp Ed (SCE) - \$5,000		Formative			Summative
		Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Paraprofessionals will provide tutoring for all students who are below level in reading. Purchase toner and accessories in order to print teaching resources. Strategy's Expected Result/Impact: Students will be on level by the end of the school year. Staff Responsible for Monitoring: Teachers CIF Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Paraprofessionals - State Comp Ed (SCE) - \$102,471	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide transportation for students attending extended day classes. Strategy's Expected Result/Impact: Improve performance on reading levels, reading CBAs, and benchmarks Staff Responsible for Monitoring: Accelerated Learning Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Purchase a variety of materials and consumables for students in the PPCD unit. Strategy's Expected Result/Impact: Improve performance on Brigance. Staff Responsible for Monitoring: PPCD teacher Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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: Students will be provided opportunities to become aware of college and career opportunities. Students will be given opportunities to become aware of drug prevention and anti-bullying strategies.

Evaluation Data Sources: Brochures
Flyers

Strategy 1 Details	Reviews			
Strategy 1: Implement career and college readiness activities: Career Day University T-shirt Day every Thursday Strategy's Expected Result/Impact: Students will become aware of various careers and college options Staff Responsible for Monitoring: Counselors Teachers Title I Schoolwide Elements: 2.4, 3.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct a Just Say No Assembly to kick off Just Say No Week Strategy's Expected Result/Impact: Students will become aware of the meaning and the reason of Just Say No Week Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement drug prevention activities: Red Ribbon Week Just Say No Week activities and speakers D.A.V.E. Lessons Strategy's Expected Result/Impact: Students will become aware of the consequences of drug use and alternatives to drug use. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 3.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create an anti-bullying environment by providing lessons on anti-bullying and Leader in Me lessons. Strategy's Expected Result/Impact: Students will learn and understand The Seven Habits of Happy Kids Staff Responsible for Monitoring: Counselors Teachers Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide counseling services and guidance lessons for K-5th grade students. Strategy's Expected Result/Impact: Students will become aware of strategies and techniques they can learn and implement during stressful situations. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  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 6: By Spring 2022, the learning gap due to Covid 19 will close and EL students taking the STAAR will score at or above the 2019 Spring STAAR assessments at the Approaches Level.





Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Implement SIOP model strategies to help LEP students. Peer tutoring small group discussion use of graphic organizers vocabulary instruction questioning techniques lab based lessons scaffolding techniques Strategy's Expected Result/Impact: Improve performance on all assessments of LEP students CBAs Benchmarks STAAR Staff Responsible for Monitoring: Teachers Administration Bilingual Director ELAR Strategist Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement leveled readers in the classroom as needed to read about historical issues such as, specific eras, dates, significant figures in World History, Texas History, and U.S. History. Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success Staff Responsible for Monitoring: Teaches Administration Bilingual Director Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 7: By May 2022, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Evaluation Data Sources: Comply with the Texas Dyslexia Handbook

Strategy 1 Details	Reviews			
Strategy 1: Implement Orton-Gillingham intervention programs with fidelity. Strategy's Expected Result/Impact: Improved scores on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Dyslexia Teacher Campus Administration Dyslexia Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement accommodations to assist students in the reading and writing for eligible students Strategy's Expected Result/Impact: Improved scores on CBAs, benchmarks, and STAAR Staff Responsible for Monitoring: Dyslexia Teacher General Ed Teacher Campus Administration Dyslexia Coordinator Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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: To increase the performance of Gifted students mastering grade level standards on the state assessments by 5%.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Monitor to ensure that 100% of classroom teachers have received 30 hours of G/T training days 1-5. Strategy's Expected Result/Impact: All GT Students will be serviced by teachers that are in compliance with Texas State Plan. Teachers will know and understand how to meet the needs of GT students. Staff Responsible for Monitoring: GT teacher CIF Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Desegregate data regarding the number of GT identified students receiving a Level 3 Advanced academic performance rating on STAAR. Strategy's Expected Result/Impact: Data will show an increase in students receiving level IIIs on STAAR. Staff Responsible for Monitoring: GT Teachers CIF Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Identify areas needing improvement and develop curriculum and engaging instructional support Strategy's Expected Result/Impact: Areas will be identified and action plan will be put in place to achieve areas of improvements. Staff Responsible for Monitoring: QUEST teacher GT teachers Administration Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: GT identified K-5 grade students will be serviced via differentiated strategies by their core content teachers. Strategy's Expected Result/Impact: K-5 GT students will be prepared with curriculum that is embedded with rigor, innovative projects, and activities that will reflect creativity and prepare them for high school and	Formative			Summative
	Nov	Jan	Mar	June

beyond.

Staff Responsible for Monitoring: Teachers

Campus GT coordinator

Campus administration

Title I Schoolwide Elements: 2.6



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 9: By Spring 2022, 100% of K-2nd grade migrant students will be reading on or above grade level. By Spring 2022, 100% of migrant students (3rd-5th) will score at least to the Approaches level on STAAR.

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





Strategy 1 Details	Reviews			
Strategy 1: Provide early intervention for migrant students with learning needs through the use of a Migrant Instructional Assistant. Strategy's Expected Result/Impact: Improved guided reading levels Increase lexile number Istation Results IRI CBAs Benchmarks Staff Responsible for Monitoring: Migrant Instructional assistant General Teacher Facilitator Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 10: The Fine Arts Department will increase student participation by 2% annually.

Evaluation Data Sources: Choir rosters
Programs

Strategy 1 Details	Reviews			
Strategy 1: The music department will perform at school events and programs such as: Christmas Program Talent Show Strategy's Expected Result/Impact: Students will be successful during performances. Staff Responsible for Monitoring: Music teacher Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The art department will work with local arts advocacy groups to promote the arts through shows and competitions. Strategy's Expected Result/Impact: Students will participate in local shows and competitions. Staff Responsible for Monitoring: Music/Art teacher Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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 11: To assist all students with proper library resources, materials, and aligned classroom and library curriculum in order to ensure that 70% of the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: STAAR





Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. Strategy's Expected Result/Impact: Increase in scores on CBAs, benchmarks, IRIs and STAAR Staff Responsible for Monitoring: Library Staff Teachers Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 Funding Sources: Library Assistant - State Comp Ed (SCE) - \$33,581	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading. Strategy's Expected Result/Impact: Students will become better readers and become life long readers. Staff Responsible for Monitoring: Library Staff Teachers Administration Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Library Aide - State Comp Ed (SCE) - \$20,186	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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 12: 100% of students will participate in Physical Education

Evaluation Data Sources: Lesson Plans





Strategy 1 Details	Reviews			
Strategy 1: Students will attend PE & Health classes with each of the three different coaches. Strategy's Expected Result/Impact: Students will become healthier. Staff Responsible for Monitoring: Administration PE Coaches Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

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





Performance Objective 1: During 2021-2022, processes and programs will be in place for safe and secure technology environments for 100% of students and staff.

Evaluation Data Sources: Cybersecurity documentation
Commonsense Media training documentation
Common Sense Educators documentation
Speak Up Tomorrow Survey results

Strategy 1 Details	Reviews			
Strategy 1: All staff will complete internet safety training. Strategy's Expected Result/Impact: Staff awareness of internet safety procedures to model with students. Staff Responsible for Monitoring: ITC Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will participate in Internet safety lessons and activities. Digital Citizenship lessons using Common Sense Media curriculum Cyberbullying classroom and family activities coordinated with Anti-bullying week Hour of Code classrooms and family activities Strategy's Expected Result/Impact: Improved digital citizenship behaviors evidenced by decreased negative behaviors Staff Responsible for Monitoring: ITC Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: An LVN will provide services to ensure each student has the opportunity to be healthy, safe and ready to learn.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will provide aid to students and staff. Strategy's Expected Result/Impact: Ensure that all students and staff feel safe that a nurse is available at all times. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Implement the Henry the Hand infection control program along with a glow germ age appropriate lesson by the end of the first semester to improve attendance .

Strategy 1 Details	Reviews			
Strategy 1: Provide training on Henry the Hand infection program. Strategy's Expected Result/Impact: All students will learn the importance of proper hygiene. Staff Responsible for Monitoring: Nurse Teachers Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: All library activities will offer students a variety of engaging technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning.

Evaluation Data Sources: Student work

Walk throughs





website and database usage

Strategy 1 Details	Reviews			
Strategy 1: Through library instruction, librarians will provide instruction on the use of technology applications as well as of additional online resources for use in all areas of the curriculum and all grade levels. Strategy's Expected Result/Impact: Usage reports will indicate the level of students engagement on the use of technology offered. Staff Responsible for Monitoring: Librarian Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Strengthen and increase our parental involvement and community engagement by 10%.





Evaluation Data Sources: Parent Surveys
Parent Advisory Council

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Remind 101, KWES and Facebook. Strategy's Expected Result/Impact: Parents will become informed and participate in their child's education. Staff Responsible for Monitoring: Principal Secretary Teachers Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide district aligned parent meetings virtually or face to face when applicable. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Parent Specialist Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of special education and bilingual.





Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support. Strategy's Expected Result/Impact: An increase in bilingual certified teachers Staff Responsible for Monitoring: Principal Bilingual Chairs Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Research and create a staff awards and incentive program Strategy's Expected Result/Impact: Retain teachers Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors and induction training for new teachers. Strategy's Expected Result/Impact: Mentor assignment and mentor feedback Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities and encourage teachers to seek additional training in meeting the needs of the campus. Strategy's Expected Result/Impact: Training records, documentation Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

State Compensatory

Budget for Memorial Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 10.5

Brief Description of SCE Services and/or Programs

--

Personnel for Memorial Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alma Gutierrez	Instructional Aide (Pre-K)	0.5
Cynthia Aguilar	Instructional Aide (Pre-K)	0.5
Denise Martinez	Instructional Aide (Pre-K)	1
Eli Rodriguez	Library Aide	1
Jolyn Garcia	Instructional Aide (Pre-K)	0.5
Karina Esparza	Library Aide	1
Leticia Perez	Campus Instructional Facilitator	1
Luisa Riemersma	Technology Aide	1
Maria Castillo	Technology Aide	1
Mary A. Aguirre	Instructional Assistant (Special Ed.)	1
Sergio Villarreal	Campus Technology Coordinator	1
Soraida Yebra	LVN	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Memorial Elementary comprehensive needs assessment was reviewed October 24, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Committee:

Celinda Guajardo Principal

Letty Perez Facilitator

Hilda Trevino Teacher

Eliza Givilancz Teacher

Jessica Lopez Teacher

Angelica Amdahl Teacher

Laurie Rodriguez Teacher

Maria Torres Teacher

Maribel Cuellar Teacher

Dr. Veronica Alonzo Counselor

Carla McCaleb Business Owner

Sergio Villarreal CTC

2.2: Regular monitoring and revision

The dates the CIP was revised or evaluated for the 2021-2022 school year was September 2021.

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

The Memorial Elementary Campus Improvement Plan is located on campus in the main office and the Parental Involvement Room. You can also find the CIP in the district's website (wisd.us) or in the Memorial Elementary website (wisd.us) or in the Memorial Elementary website.

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Celinda Guajardo at (956) 969-6780. Maribel Magallanes, attendance clerk, is the person who serves as translator at Memorial Elementary.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the challenging state academic standards.

See pages, 11-14, 16-20, 22, 24-26, 29

2.5: Increased learning time and well-rounded education

Methods and instructional strategies that strengthen the academic school program.

See pages, 13, 17

Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities and courses necessary to provide a well-rounded education.

See pages, 14, 24-26.

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

Meeting the needs of all students and of those at risk of not passing the challenging state standards.

See pages, 14, 17-23.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee:

1. Delma Solether Parent Specialist

2. Letty Perez CIF
3. Yolanda Torres Parent
4. Inez Vecerra Parent
5. Maricarmen Medrano Parent

The Memorial Elementary Parent and Family Engagement Policy can be found at weslaco.isd.us, at parent meetings, at the Parental Involvement Room.

The Memorial Elementary Parent and Family Engagement Policy can be translated into Spanish. Please see Maribel Magallanes, the person who serves as translator at Memorial Elementary.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delma C. Solether	Parent Specialist	Title I Part A	1
Eli Rodriguez	Library Aide	Library	
Irasema Rodriguez	Teacher Class Size Reduction	Title II Part A	1
Karina Esparza	Library Aide	Library	
Luisa Riemersma	Computer Lab Aide	Technology	
Maria Ann Castillo	Computer Lab Aide	Technology	
Mary Alice Aguirre	Instructional Assistant	Special Education	
Soraida Yebra	LVN	Nursing	
Tracy Lynn Garza	Instructional Aide Special Aide	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2	Education Galaxy		\$899.99
1	4	2	Instructional Facilitator		\$97,601.00
1	4	3	Campus Technology Coordinator		\$81,029.00
1	4	3	Technology Aides		\$75,696.00
1	4	4	Leader in Me Coaching		\$3,850.00
1	4	4	Leader In Me Membership		\$5,000.00
1	4	5	Paraprofessionals		\$102,471.00
1	11	1	Library Assistant		\$33,581.00
1	11	2	Library Aide		\$20,186.00
Sub-Total					\$420,313.99
Grand Total					\$420,313.99

Addendums