

Weslaco Independent School District
North Bridge Elementary
2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

Demographics Strengths

At North Bridge Elementary:

- *Attendance rate is 97.2%*
- 21% of Kindergarteners scored a TELPAS Composite Rating of Advance High;
- 72% of 1st Graders; 24% of 4th Graders; and 55% of 5th Graders progressed @ least one proficiency level in TELPAS Composite Rating (2nd & 3rd Graders did not complete TELPAS testing due to COVID)
- 50% of 3rd - 5th students scored Meets or higher GL Standard in Mathematics
- 44% of 3rd - 5th students scored Meets GL Standard overall.
- 6 out of 6 Academic Distinctions
- 75% classroom teachers are Bilingual Certified
- READ program is hosted on an annual basis
- Students participate in extracurricular activities such as Student Clubs, Student Ambassador, Robotics, and Academic UIL.
- Students are given the opportunity to interview and take leadership roles such as: Master of Ceremony, Greeter (Classroom and Campus), Culinary Leader, News Anchor Team through the Leader in Me program.

Problem Statements Identifying Demographics Needs

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

additional support in teaching writing and grammar structure.

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

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

Student Learning

Student Learning Summary

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

Students	All	Hispanic	Eco Dis	EL	SPED	GT
3rd Reading						
Approaches	85%	85%	84%	82%	57%	100%
Meets	40%	40%	37%	26%	14%	89%
Masters	24%	24%	21%	17%	0%	78%
3rd Mathematics						
Approaches	88%	88%	88%	88%	43%	100%
Meets	56%	56%	53%	41%	29%	100%
Masters	23%	23%	20%	8%	0%	78%
4th Reading						
Approaches	81%	81%	79%	64%	33%	100%
Meets	41%	40%	40%	18%	0%	70%
Masters	18%	18%	14%	3%	0%	60%
4th Mathematics						
Approaches	80%	80%	79%	72%	0%	100%
Meets	44%	43%	42%	31%	0%	100%
Masters	21%	21%	23%	13%	0%	90%
4th Writing						
Approaches	66%	64%	63%	44%	0%	100%
Meets	33%	33%	34%	10%	0%	90%
Masters	8%	9%	8%	0%	0%	20%
5th Reading						
Approaches	70%	69%	68%	51%	0%	100%
Meets	34%	33%	32%	12%	0%	86%
Masters	15%	15%	15%	5%	0%	86%
5th Math						
Approaches	84%	84%	81%	82%	43%	100%
Meets	50%	49%	33%	39%	14%	100%
Masters	26%	26%	12%	19%	0%	57%
5th Science						
Approaches	77%	78%	78%	69%	57%	100%
Meets	49%	48%	49%	41%	0%	86%
Masters	24%	23%	23%	10%	0%	57%

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events. Parent meeting every Six Weeks on areas of need.

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

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

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teachers' years of service
- Teachers with graduate degrees
- ELPS LIAG trained teachers
- Bilingual Certified Teachers
- GT Core Trained Teachers
- Common Sense School

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

The initiatives are:

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: School Processes & Programs

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

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

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

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





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

Evaluation Data Sources: MAP Assessment, District Benchmarks, Monitor Weekly Lessons & Assessments, 2022 Science STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: 1)Coaching and development of teachers and leaders through PLCs, as well as in-house and out-of-district trainings. * Create Benchmarks and curriculum documents so that true backward planning can take place * Provide PD on backward planning and collaboration among district teachers * Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it. * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers * Kagan training *S3 Strategies Training *Region One Training Strategy's Expected Result/Impact: Performance on Science Assessment: *MAP Assessments *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Science Strategist Campus Administration Instructional Coach Science Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Incorporate lab material and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance, scales, beakers, test tubes Strategy's Expected Result/Impact: Performance on Science Assessment: *MAP Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Science Strategist Campus Administration Campus CIF Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Extended Day, Saturday School and a built in tutoring block will be provided for students in 5th grade Science. Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR. Staff Responsible for Monitoring: Administration Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: 2)Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs: *StemScopes *EduSmart *Gizmos *Science4Us *Education Galaxy *Scientific Minds *Study Island *Elementary Foss online textbook *TRS *Think Up Digital *Generation Genius *Legends of Learning Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, Benchmarks, and STAAR. Staff Responsible for Monitoring: Science Strategist Science CIF Science Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Study Galaxy - State Comp Ed (SCE) - \$2,832.50		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Students in 5th grade will increase their science comprehension through the use of STAAR Resources such as: Think Up! (Science) Mentoring Minds Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Staff Responsible for Monitoring: Campus Admin Science Teachers		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12. *Updated IFDs *Long-Term Plan *Updated YAG *CBAs and Benchmarks *Shared District Backward Planning Documents Strategy's Expected Result/Impact: Increased performance of students on assessments *District CBA's/ Benchmarks *STAAR Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration Instructional Coach Title I Schoolwide Elements: 2.4, 2.5	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, military, and service ready leaders.

Performance Objective 2: In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 50% "Meets" and 25% "Masters" on the Math STAAR.

HB3 Goal





Evaluation Data Sources: MAP Assessment, District Math Test Benchmarks, Monitor Weekly Lessons & Assessments, 2022 STAAR results.

Strategy 1 Details		Reviews			
Strategy 1: Incorporate the use of manipulatives to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc. Strategy's Expected Result/Impact: Lesson Plans Walk-Throughs Benchmark Tests MAP Assessments Staff Responsible for Monitoring: Math Strategist Campus Administration Campus CIF Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Reward and recognize the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates McMaticians (Mcdonald's) Strategy's Expected Result/Impact: Formative Walk-throughs, classwork, quizzes, Benchmarks Summative STAAR Scores Staff Responsible for Monitoring: Administration Teachers CIF Math Strategist Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize the use of Sharon Wells Math Curriculum and resources with 2nd-5th grade students Strategy's Expected Result/Impact: Increased performance of students on assessments: *MAP Assessments *District benchmarks *STAAR Staff Responsible for Monitoring: Math Strategist Campus Administration Math CIF Math Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Extended Day and Saturday School will be provide for students in Math grades 1st-5th. Strategy's Expected Result/Impact: Decrease the number of students failing math. Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coach ESSER Campus Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Allocate supplemental resources to support effective math instruction and assessment reviews. *TRS *Mentoring Minds *TEKS Bank *STAAR Test Maker *Sirius Education *Measuring Up *STAAR Guides *Math Intervention Kits *Study Island *Education Galaxy *Sharon Wells *STAAR Master Strategy's Expected Result/Impact: Math Strategist Formative Benchmarks and CBAs Summative STAAR Scores Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Education Galaxy - State Comp Ed (SCE) - \$1,325	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: *Reflex Math Grades 2-5 *Imagine Math Grades K-5th *Envision Math-SAVVAS (Formally Pearson) *Texas Home Learning 3.0 *Education Galaxy *Edmentum *TEKS Resource System *Study Island *Boom Cards Strategy's Expected Result/Impact: Increased performance of students on assessments: District Benchmarks CBA's STAAR NWEA MAP Staff Responsible for Monitoring: Math Strategist Campus Administration Instructional Coach Math Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need *Curriculum Based Assessments *Benchmarks *Pearson Placement Test K - 5th *NWEA MAP *Online Program-Imagine Math (Quantile Growth) PK - Algebra *Colorbands Strategy's Expected Result/Impact: Increased performance of students on Curriculum Based Assessments, District Benchmarks and STAAR. Staff Responsible for Monitoring: Math Strategist Campus Administration Instructional Coach Title I Schoolwide Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations *Math Running Records (Book Study) *Nearpod *Flipgrid *Guided Math K-2 Strategy's Expected Result/Impact: Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR. Staff Responsible for Monitoring: Campus Administration Instructional Coach Teachers Title I Schoolwide Elements: 2.4, 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, military, and service ready leaders.

Performance Objective 3: In grades 3rd-5th, 85% of the students will demonstrate "Approaches", 50% "Meets" and 25% "Masters" on the Reading STAAR .

HB3 Goal

Evaluation Data Sources: MAP Assessment, District Reading Benchmarks, Weekly lessons & Assessments, 2022 Reading STAAR results





Strategy 1 Details	Reviews			
Strategy 1: Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie SIPPS Pearson Adopted Textbooks Mentoring Minds (Reading) Scholastic Readers Scholastic News Vocabulary Spelling City Time 4 Kids Strategy's Expected Result/Impact: Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs Staff Responsible for Monitoring: Teachers Campus CIF Instructional Coach Campus Principal Comprehensive Support Strategy Funding Sources: Instructional Aide - State Comp Ed (SCE) - 164.11.6129.00.112.9.34 - \$25,623	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement an AR Program for students 1st thru 5th grade. Field Trip Record Progress Biweekly AR celebrations and incentives Strategy's Expected Result/Impact: Student Product Lesson Plans TPRI TELPAS STAAR TEST Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Campus CIF	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop hands on manipulatives and activities to enrich our writing program. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, file folders, glue sticks, colored papers, post-its, writing paper, construction paper, journals, benchmark copies, etc. Strategy's Expected Result/Impact: Lesson Plan Walkthroughs STAAR Test Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Campus CIF Comprehensive Support Strategy Funding Sources: - State Comp Ed (SCE) - \$1,641.19, General Supplies - State Comp Ed (SCE) - 164.11.6399.00.112.9.30 - \$11,250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students in 3rd to 5th grade will increase their reading comprehension and writing ability through the use of STAAR resource materials such as but not limited to: Countdown to Reading, Education Galaxy, Fast Focus Reading, Think Up Reading, STAAR Master, Vocabulary A-Z, and RAZ Kids and RAZ Plus. Strategy's Expected Result/Impact: Lesson Plans Walkthroughs STAAR Tests Staff Responsible for Monitoring: Instructional Coach Campus CIF Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Participate in Spelling Bee Purchase rewards and ribbons Strategy's Expected Result/Impact: Student Product Staff Responsible for Monitoring: Campus CIF Campus Principal Comprehensive Support Strategy Funding Sources: - General Fund - \$300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Develop district assessments (CBAs; benchmarks) and monitor progress: *3rd-5th Reading & Grammar *K-3 and 5th Monitor BOY, MOY, and EOY progress on reading assessments: *Istation ISIP *Writing Portfolios Strategy's Expected Result/Impact: Improved performance and progress on reading/language arts assessments. Staff Responsible for Monitoring: Reading Strategist Campus Administration Instructional Coach Teachers Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Instructional Aide Salary - Title 1, Part A - 211.11.6129.27.112.9.24 - \$39,173	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Provide staff development, guidance, and support on new ELAR TEKS and state assessments. Strategy's Expected Result/Impact: *Local and State Assessments *Region One coaching *TRS Planning for Mastery Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide staff development, guidance and support in ELAR. Strategy's Expected Result/Impact: Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments *SIPPS *Texas Reading Academies *SAVVAS Realize Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: CIF Salary - State Comp Ed (SCE) - 164.23.6146.97.112.1.30 - \$92,891	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading.. (Snacks will be provided) Strategy's Expected Result/Impact: Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administrators Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 10 Details	Reviews			
Strategy 10: Students in 3rd to 5th grade will increase their Reading comprehension and Writing through the use of STAAR resources such as but not limited to: Countdown to Reading, Think Up Reading ,Think Up Writing and Sirius STAAR Writing, STAAR Ready Reading and, Education , and STAAR Master. Strategy's Expected Result/Impact: Performance on the Reading assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administration Teachers ELAR Reading Strategist Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Reading Interventionist Salary - State Comp Ed (SCE) - 164.11.6119.00.112.9.30 - \$67,070, Instructional Mentor - State Comp Ed (SCE) - 164.11.6129.58.112.9.30 - \$11,365	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary. Isation RAZ Kids & RAZ Plus Vocabulary A-Z Scholastic Story Works Study Island Education Galaxy Quill.org Being a Writer Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coach Campus Administration Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *TEKS Resource System *ABYDOS Literacy Learning *Region One Strategy's Expected Result/Impact: Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches Campus Admin Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide staff development and support of online and digital platforms. Strategy's Expected Result/Impact: *Progress and Usage Reports Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Campus Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Students in Kinder-3rd will increase letter recognition as part of Early Literacy development. * Osmo adapter and leveled kits Strategy's Expected Result/Impact: Mastery of letter recognition Staff Responsible for Monitoring: CIF ITC Teachers	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, military, and service ready leaders.

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

Evaluation Data Sources: MAP Assessments, Benchmarks, 2022 STAAR Assessment in all Subject Areas

Strategy 1 Details	Reviews			
Strategy 1: Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, have received training in Nature and Needs Assessment of gifted students. Strategy's Expected Result/Impact: Masters level in at least 2 areas. Improved STAAR, CCRS Staff Responsible for Monitoring: Administration Teachers GT Director Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: By the end of the 2021-2022 school year, the percentage of EL students who score at the Meets level on STAAR Reading will be 30% and 45% in Math.

HB3 Goal

Evaluation Data Sources: 2021-2022 Benchmarks, Math and Reading STAAR Scores, MAP Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement Sheltered Instruction, LIAG and SIOP model strategies to help EL students. *Small group discussion *Peer tutoring *Use of graphic organizers & Visual Aids *Vocabulary instruction *Questioning techniques *Lab-based lessons *Scaffolding techniques *Use of Mrs. Wishy Washy/Joy Cowley Big Books *Use of Big books *Use of Multi-cultural literature * Scaffolding techniques Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success Staff Responsible for Monitoring: Administration CIF Instructional Coach Teachers Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Meet with teachers to monitor EL placement, academic progress, grades and benchmark scores to recommend appropriate interventions. Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite Staff Responsible for Monitoring: Campus Administration Classroom Teacher Counselors Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Improve/Increase proficiency level for EL students through Staff Development and implementation of Summit K12. Strategy's Expected Result/Impact: Increase oral components of TELPAS scores. Staff Responsible for Monitoring: Teachers ITC CIFs Principal	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, military, and service ready leaders.

Performance Objective 6: 15% or more of 3rd - 5th Grade Special Education students will demonstrate "Meets" or higher performance on the 2022 STAAR in Reading and Math.

HB3 Goal





Evaluation Data Sources: 2021-2022 Benchmarks, MAP Assessments, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: All special education teachers will receive staff development in all areas including, but not limited to; -Herman Method -ELPS and Liag Training -Kurzweil -SIPPS - Learning Ally -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System Strategy's Expected Result/Impact: Improvement in overall content area assessment Staff Responsible for Monitoring: Administration Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Special Ed. Aide Salary - Title 1, Part A - 211.11.6129.80.112.9.24 - \$39,608	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant. Strategy's Expected Result/Impact: Improvement in overall content area assessment Staff Responsible for Monitoring: Sp Ed. Department/ Strategist Campus Administration Teachers 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, military, and service ready leaders.

Performance Objective 7: By Spring 2021-2022 school year, North Bridge Elementary Migrant students who score approaches level will increase on STAAR 3-5 by 2% in Math, 6% in Reading, 4% in Science. PFS students will be provided with supplemental services and interventions by 50% increase utilizing the Migrant Instructional Assistants.

Evaluation Data Sources: PBMAS Report

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized and data-driven reading & mathematics instructional support services to PFS Migrant elementary students. Small group & individualized tutoring designed specifically for students' needs, ie; homework assistance and tools at home, dictionary, hot spots, chromebooks, table of contents, glossary etc...(via-virtual instruction, pending approval of back to school in-person learning). Strategy's Expected Result/Impact: Improved assessment results Staff Responsible for Monitoring: Administration Teachers Migrant Aide Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Migrant Department provides early intervention for migrant students with learning needs through the use of Migrant Instructional Assistant. Supplemental instructional support for Migrant PK-5th grade students who are PFS and performing below the expected level of instruction. Collaboration with parents, teacher and administrators to provide reading and math skills. Strategy's Expected Result/Impact: Increase the reading and math skills of low performing Migrant students. Staff Responsible for Monitoring: Migrant Director, Migrant Instructional Assistants, Administration Migrant Teacher Teacher Comprehensive 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, military, and service ready leaders.

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





Evaluation Data Sources: Istation
2022 Reading STAAR

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with: *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources *Scholastic leveled library sets *Resource Training Videos (AR, Destiny MackinVla, Bitannica School) Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation Staff Responsible for Monitoring: Librarian Campus Administration Campus CIF Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide students and staff with electronic resources for reading. Accelerated Reader Destiny Ebooks(Brain Hive,Storyline Online) EPIC MackinVIA (ebooks,Audiobooks) Region One -Library Database Strategy's Expected Result/Impact: Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with unlimited amount of reading resources to be used at home and after school hours. (AR Board) Improve STAAR Scores. Staff Responsible for Monitoring: Teachers Campus Library Staff District Library Staff Comprehensive Support Strategy Funding Sources: Library Aide - Title 1, Part A - 211.12.6129.36.112.9.24 - \$31,063	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through: 4 AR Celebrations Bulletin Showcase of Students Certificates Medals Trophies Assemblies Field Trips AR Prizes Free Books Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Librarian Campus Administration Campus CIF Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
Strategy 4: Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Destiny Search for Books Database Region One- LibraryE-Book- Resources Book Talk- Picture Walk, Parts of a Book AR and Goals On-Line Book Resources(StoryLine,Brainhive) Junior Library Guild Recording of Lessons posted on Website Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Librarian Campus Administration Campus CIF Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Promote Reading with the use of events(in person or virtual), such as: Seasonal and National Literacy Celebrations Book Fair-Scholastic National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week and Author Visits Campus Literacy Night District Literacy Night Year Round Little Free Library National Read a Book Day World Read Aloud Day Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Librarians will provide learning experiences through literacy and research in both the physical and digital environments. Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment. Staff Responsible for Monitoring: Librarians		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, military, and service ready leaders.

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





Evaluation Data Sources: Performances and Competitions.

Strategy 1 Details	Reviews			
Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions. Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year. Staff Responsible for Monitoring: Administration Fine Arts Teachers Fine Arts Coordinator Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will compete and have high level of success in UIL. Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Staff Responsible for Monitoring: Campus Administrators Teachers Comprehensive 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, military, and service ready leaders.

Performance Objective 10: By Spring 2022, student attendance will improve to 98% attendance.





Strategy 1 Details		Reviews			
Strategy 1: The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips Home Visits Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts Staff Responsible for Monitoring: Human Resources Campus Administration Campus CIF Comprehensive Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: Call home to parents(LVN) Send Letter Home Conference with teacher Conference with counselor Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts Staff Responsible for Monitoring: Human Resources Campus Attendance clerk LVN Campus CIF Comprehensive Support Strategy Funding Sources: LVN Salary - State Comp Ed (SCE) - 164.33.6129.00.112.9.30 - \$32,762		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Reward and recognize Perfect Attendance students for their achievements through: Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn Strategy's Expected Result/Impact: Performance on Math and Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Attendance Clerk Campus Administration Campus CIF Comprehensive 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, military, and service ready leaders.

Performance Objective 11: During the 2021- 2022 school year, 100% of all 3rd -5th-grade students will participate in the Fitness Gram.

Evaluation Data Sources: Fitness Gram





Strategy 1 Details	Reviews			
Strategy 1: Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess Strategy's Expected Result/Impact: Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram Staff Responsible for Monitoring: Principal CIF Physical Education Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: North Bridge Elementary students and staff will incorporate technology in their classroom to enhance instruction and to promote student engagement.

Evaluation Data Sources: Google Classroom Reports
Seesaw Reports

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: Instructional Coach Administration Teachers Funding Sources: CTC Salary - State Comp Ed (SCE) - 164.11.619.27.112.9.30 - \$94,808	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will participate in internet safety lessons and activities. *Common Sense Education lessons *Cyberbullying activities coordinated with Anti-bullying week , Nov. 16-25. Strategy's Expected Result/Impact: Improved digital citizenship behaviors evidenced by decreased negative behaviors. Staff Responsible for Monitoring: Administration Teachers ITC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, Ipads, Ipad covers, chromebooks, light bulbs, software, ELMO/projectors and toner for printers Staff Responsible for Monitoring: Administration CTC Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will use Chromebooks, mice, headphones to access distance learning lessons/curriculum. Strategy's Expected Result/Impact: Increase student participation and academics Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June

Teachers ITC				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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





Performance Objective 2: Processes and programs for technology rich and inviting environments will be in place for 100% of North Bridge students and staff.

Evaluation Data Sources: Online programs purchased by district and/or campus

1:1 Devices

Nearpod user data

Edpuzzle user data

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in Digital Learning Day (Feb. 27, 2021). Strategy's Expected Result/Impact: Students experience an inviting tech-rich day across the district. Staff Responsible for Monitoring: Principal Teachers CIFs ITC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Security Guard monitors camera system as needed: Intruders Monitors drop off/ pick off areas Inside Campus Activities Outside Campus Activities Locating students/ staff Investigations when needed Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Campus Administration Campus CIF	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Nursing personnel at North Bridge will be trained in CPR/AED/First Aid.

Evaluation Data Sources: Sign-in rosters from training sessions

Strategy 1 Details	Reviews			
Strategy 1: Train personnel at campuses in CPR/AED/First Aid Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid. Staff Responsible for Monitoring: Campus Administration Nurse Coordinator Melissa Escalon Funding Sources: LVN salary - Title 1, Part A - 211.33.6129.00.112.9.24 - \$40,453	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 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

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

Evaluation Data Sources: Google Calendar





Strategy 1 Details	Reviews			
Strategy 1: Entire campus will practice various drills in case of an emergency arises, such as: Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Safety Plans are placed at the entrance of each classroom and doors: Evacuation Plan	Formative			Summative
	Nov	Jan	Mar	June

Map of the Entire Campus with Exit guide Crisis Drills Code Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF Funding Sources: - General Fund - \$1,714.28				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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





Strategy 1 Details	Reviews			
Strategy 1: Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week Drop Out Prevention Attendance Clerk Dyslexia Program 504 Program RTI Career Day ACE After School Program Clubs- Robotic, Spelling Bee, UIL Leader In Me Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: The students will have lessons about the negative effects of substance abuse/violence with the use of: Red Ribbon Week Just Say No To Week Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF		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 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

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





Evaluation Data Sources: Google Classroom Reports, Seesaw Reports and Lesson Plans.

Strategy 1 Details	Reviews			
Strategy 1: Students failed to meet promotion criteria will attend Virtual Summer School targeting Math and Reading. Strategy's Expected Result/Impact: Google Meets Meetings, Lesson Plans Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Sign-In's Annual Health Fair and Volunteer Logs
Google Meet Meetings (attendance report)

Strategy 1 Details	Reviews			
Strategy 1: North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair) Strategy's Expected Result/Impact: When parents are engaged and participates in campus activitie Staff Responsible for Monitoring: Campus Administrators Community Aide Counselors Teachers Funding Sources: Parent Specialist Salary - Title 1, Part A - 211.61.6119.28.112.9.24 - \$71,056	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents training and resources on topics that will assist them on how to help their children at home with academics and social skills, such as: HEB Reading 3 Program PASOS- Home Skills Bullying and Drug Prevention The Leader In Me Mental Health Awareness Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check Staff Responsible for Monitoring: Parental Involvement Department Campus Administration Campus CIF Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: North-STAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved Summa Cum Laude, Magna Cum Laude, Cum Laude, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students. Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk Funding Sources: Media clerk Salary - State Comp Ed (SCE) - 164.12.6129.00.112.1.30 - \$29,557	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year. Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk Funding Sources: At-Risk Attendance Clerk - State Comp Ed (SCE) - \$21,241	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 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality researched -based professional development and continuous support for all employees.

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

Evaluation Data Sources: Eduphoria and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Staff Responsible for Monitoring: Central Office Strategies/ Department Campus CIF Campus Principal Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully. Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers District Content Strategists Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas. Strategy's Expected Result/Impact: Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers CTC Comprehensive Support Strategy	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 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

State Compensatory

Budget for North Bridge Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

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Personnel for North Bridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Darla Green	Instructional Aide (PreK)	2
Dr. Mercedes Yanez	Campus Instructional Facilitator	1
Erica Guajardo	Instructional Technology Coach	1
Gina Gonzalez	Instructional Aide (Pre-K)	1
Juanita Cardoza	Reading Interventionist Teacher	1
Marissa Villalobos	At Risk Attendance Clerk	1
Orlando Martinez	Instructional Aide (PreK)	2
Priscilla Mariscal	Media Aide	1
Sara A. Perez	LVN	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

North Bridge Improvement Plan is based on a comprehensive needs assessment that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the Weslaco Independent School District. The campus improvement plan was reviewed with committee on September 30,2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

North Bridge Improvement Plan is developed with the involvement of teachers, the principal, CIFs, NBE parent, and specialized instructional support personnel. The following individuals have assisted in the development of the campus improvement plan:

Daniel Budimir-Principal

Elizabeth Trevino- CIF

Mercedes Yanez- CIF

Erica Guajardo- ITC

Mario Castillo- PreK Teacher

Marla Reyes- Kinder Teacher

Cynthia Saenz- 2nd Grade Teacher

Stephanie Aranda- 3rd Grade Teacher

Yadira Lopez-4th Grade

2.2: Regular monitoring and revision

The Campus Improvement Plan remains in effect for the duration of the school year and shall be monitored and revised at least three times a year to ensure the campus is giving all students the opportunity to learn in order to meet the challenging State academic standards. The plan is revised in November, January and March to ensure we include strategies based on scores from student benchmark assessments.

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

The District Improvement Plan is available to North Bridge staff, parents, and the community via online in the campus website or as a hard copy, which is located on 2001 N. Bridge Ave. Weslaco, Texas. North Bridge Improvement Plan is also available in Spanish upon request; parent can ask Dr. Yanez, translator.

2.4: Opportunities for all children to meet State standards

The Weslaco Independent School District offers opportunities for all students as addressed in the District Improvement Plan on the following pages: 31, 34, 35, 39, 40, 42, 49, 54, and 66.

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthen the academic school program - see pages 39-49 and 54
- Increased amount and quality of learning time - see pages 39-49
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities, and courses necessary to provide a well-rounded education - pages 39-49, 54 and 66

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

Students are provided with differentiated instruction. Teachers attend professional development to target the needs of all students particularly the at-risk population. eg; K12 Summit, Accelerated Learning Instruction through a tutoring block, Extended Day and Saturday School.

Meeting the needs of all students and of those at risk of not passing the challenging State academic standards - see pages _____

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is developed annually by a committee that includes parents, teachers, and staff. The policy was distributed by posting at campus parental office, school website, and shared with local businesses.

3.2: Offer flexible number of parent involvement meetings

Meetings are held throughout the year at the campus and district level. Meetings are held twice one am and one pm to accomodate parent schedules.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Mendoza	Instructional Aide PPCD Unit	Federal Special Ed.	1
Alma E. Martinez	Computer Lab Aide	Title I Part A	1
Amanda Lee Casanova	Library Aide	Title I Part A	1
Bianca Garcia	Instructional Aide Pre-Kinder	Title I Migrant	0.05
Dora Chavez	Instructional Aide Special Ed.	Federal Special Ed.	1
Hermelinda Rivera	Teacher Class Size Reduction	Title II Part A	1
Liz Trevino	Campus Instructional Facilitator	Title I Part A	1
Lizzet Cardenas	Parent Specialist	Title I Part A	1
Maria Del Socorro Mata	Instructional Aide Inclusion	Federal Special Ed.	1
Maria T. Palomo	Instructional Aide PPCD Unit	Federal Special Ed.	1
Marla K. Garlic.	Speech Pathologist	Federal Special Ed.	1
Ruby Coronado	VI Teacher	Federal Special Ed.	0.125
Salvador Rodriguez	Instructional Aide Special Ed.	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Study Galaxy		\$2,832.50
1	2	5	Education Galaxy		\$1,325.00
1	3	1	Instructional Aide	164.11.6129.00.112.9.34	\$25,623.00
1	3	3			\$1,641.19
1	3	3	General Supplies	164.11.6399.00.112.9.30	\$11,250.00
1	3	8	CIF Salary	164.23.6146.97.112.1.30	\$92,891.00
1	3	10	Reading Interventionist Salary	164.11.6119.00.112.9.30	\$67,070.00
1	3	10	Instructional Mentor	164.11.6129.58.112.9.30	\$11,365.00
1	10	2	LVN Salary	164.33.6129.00.112.9.30	\$32,762.00
2	1	1	CTC Salary	164.11.619.27.112.9.30	\$94,808.00
3	2	1	Media clerk Salary	164.12.6129.00.112.1.30	\$29,557.00
3	2	2	At-Risk Attendance Clerk		\$21,241.00
Sub-Total					\$392,365.69
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Instructional Aide Salary	211.11.6129.27.112.9.24	\$39,173.00
1	6	1	Special Ed. Aide Salary	211.11.6129.80.112.9.24	\$39,608.00
1	8	2	Library Aide	211.12.6129.36.112.9.24	\$31,063.00
2	3	1	LVN salary	211.33.6129.00.112.9.24	\$40,453.00
3	1	1	Parent Specialist Salary	211.61.6119.28.112.9.24	\$71,056.00
Sub-Total					\$221,353.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$300.00
2	4	2			\$1,714.28
Sub-Total					\$2,014.28

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$615,732.97

Addendums