

**Weslaco Independent School District**  
**Dr. R.E. Margo Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

Currently Margo has a population of 879 students of which 99% are Hispanic, 1% White and 1% are African American. Of those students 87% are Economically Disadvantaged and 76% are At-Risk. Other demograpic information inculdes 29% English Language Learners, 12% Special Education, 4% Gifted and Talented and 2% Migrant.

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

Our school is a TEA "A" rated school with 5 Distinctions in the areas of math, science, post secondary readiness, top 25% Academic Growth and 25% closing the achievement gap with an attendance rate of 97.6%.

### Demographics Strengths

-Attendance rate for the 2019-2020 school year was at 99.0%%

- teacher turnover is almost non existent, average years of experience at campus is 18.8
- 94% of teachers have 10 or more years of classroom experience
- campus leadership team has a combined 90 years of education experience
- 53% of classroom teachers are Bilingual certified
- 5 Distinctions earned on the Spring 2022 STAAR Assessment math, science, post secondary readiness, top 25% closing the achievement gap and 25% academic growth

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need for improvement in all core subject areas on STAAR 3-5 for all students including the specific populations of EL's, Special Ed, Dyslexia, Migrant and Eco Dis. **Root Cause:** Root Cause Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency).

## Student Learning

### Student Learning Summary

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

### Student Learning Strengths

- 5th grade SSI of the 155 students who tested six of those did not pass either math or reading as required by the state of Texas for promotion
- 3rd and 5th grade EL's are performing above all students on Reading and Math STAAR
- 85% of 5th grade and 71% of 3rd grade Special Ed students passed STAAR Math
- 70% or higher Eco Dis. students are passing STAAR in all contents

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Based on the Students Success component of Domain 3 closing the gaps, there is a need for improvement in all core area subjects on STAAR for EL students.

**Root Cause:** There is a need for PD for all teachers servicing the Bilingual students to best meet learner needs for TEKS and ELPS implementation.

**Problem Statement 2:** Based on the Student Success component of Domain 3 closing the gaps, there is a need for improvement in all core area subjects on STAAR for Special Ed.

students. **Root Cause:** There is a need for PD for all teachers servicing the special education students to best meet learner needs for TEKS implementation.

## School Processes & Programs

### School Processes & Programs Summary

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

This school year the Instructional coaches for reading/language arts and math will be providing coaching opportunities for all staff members in order to build capacity and close the educational and COVID gap.

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

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



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

**School Processes & Programs Strengths**

- Low teacher turnover
- GT Trained Teachers
- Bilingual Certified Teachers
- PLC's
- Strong and committed parental involvement program
- Strong and committed librarian and library staff that help in the promotion of the district and campus goal of improving reading skills through reading challenges like AR
- Student committees that promote heritage, recycling, music and leadership
- Monthly staff meetings to discuss and inform staff on event, activities, data and expectations for that month.
- Weekly news letter to communicate weekly campus activities and expectations
- Monthly calendar to communicate monthly activities for both staff and parents
- Instructional Rounds
- Implementations with fidelity SIPPS and Guided Reading to target KG-2nd
- Implementation of Istation, Imagine Math, Reflex Math, RAZZ kids Plus, and SAVVAS Realize

progrmas ( all done with fidelity of at least 30 minutes a day)

-Instructional coaches for both reading/language arts and math

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

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

## Perceptions

### Perceptions Summary

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

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

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

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

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

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

### Perceptions Strengths

-Meet the Teacher Night

-Tech Night

- Literacy Night
- America Goes Back to School/Leadership Rally
- Veteran's Day Program
- Staff Picnic
- Career Day
- The Giving Tree
- College Quarter Wednesdays
- Vannie E. Cook Foundation
- Attendance rate 97.6%
- Parent Engagement Workshops
- Nutrition Classes
- MANOS Program
- HEB Read
- WEHHS Practicum in Education and Training
- Community relationship with the retirement community (Winter Texans)
- Jump Rope for Heart
- Ronald McDonald House (Pull Tab Collection)
- Recognize all birthdays via announcements, with pencils and a birthday crown.

- Very active parental engagement program
- Drug Free Week
- Just Say No Week
- Veteran's Day
- Leader In Me
- Anti Bully Week

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Barriers such as poverty and citizenship status are often barriers that prevent parents from being engaged. **Root Cause:** Lack of employment and parents being fearful of leaving their home due to citizenship status.

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- Professional development needs assessment data

## **Parent/Community Data**

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

# 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 of 2023 STAAR scores will increase at the approaches performance level by 5% or greater when compared to Spring of 2022.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans

District benchmarks

Common Formative Assessments

NWEA MAPS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate Social Studies process standards including sequencing, categorizing, identifying cause and effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions and drawing inferences and conclusions. <b>Strategy's Expected Result/Impact:</b> Improved reading scores Improved benchmark results Improved STAAR scores <b>Staff Responsible for Monitoring:</b> Administrative Staff Teachers  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Virtual workshops, training and materials for SS teachers as well as PLC's <b>Strategy's Expected Result/Impact:</b> Improved performance on CBA's and benchmarks <b>Staff Responsible for Monitoring:</b> Administration Strategist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Writing included as part of SS assessment for supporting SS teachers in the writing process. <b>Strategy's Expected Result/Impact:</b> Improved performance for all students on benchmarks and STAAR and STAAR Writing <b>Staff Responsible for Monitoring:</b> Administration SS Strategist  <b>Title I:</b> 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 2:** By Spring of 2023, students taking the STAAR math assessment will score at or above the 2019 Spring STAAR math assessment which were at 90% approaches, 54% meets and 27% masters.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR DATA  
CBA and Benchmark DATA  
NWEA MAP DATA

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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Community and higher learning science center partnerships Utilize local science resources for real world science relevance, science career investigations and community outreach and teacher professional development  -TSTC Challenger Learning Center -Valley Nature Center -Estero Llano Grande  <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBA's, Benchmarks and STAAR  <b>Staff Responsible for Monitoring:</b> Administration Science Strategist  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the PLC.  <b>Strategy's Expected Result/Impact:</b> -increased performance of students on assessment -district CBA's, benchmarks, WEA Maps and STAAR  <b>Staff Responsible for Monitoring:</b> Administration through lesson planning Science Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Integrate the application of technology to promote a blended learning environment in science classes through various online programs.  -StemScopes -Edusmart -Gizmos in Science for Us -Education Galaxy -Measuring Up Live 2.0  <b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments -District CBA, Benchmarks, NWEA Maps and STAAR  <b>Staff Responsible for Monitoring:</b> Administration Science Strategist	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 3:** By Spring 2023, students taking the STAAR Reading assessment will score at or above the 2019 scores of 86% at approaches, 44% at meets and 19% masters.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR DATA





Benchmark DATA

NWEA MAP

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



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement an organizational framework for teaching writing.  -Write across the curriculum -Reading and Writing Connections through the Write Time for Kids -TEKS Resource System -Consumables -Writing Academy -Quick Writes -Education Galaxy -Learning Farm  <b>Strategy's Expected Result/Impact:</b> Improved writing skills Improved CBA's Improved Benchmarks Improved STAAR <b>Staff Responsible for Monitoring:</b> Administrative Staff Language Arts Strategist Six Weeks Writing CBA's   <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Struggling students will be provided tutoring for reading and writing during Power Hour/Extended Day/Saturday Camps to meet compliance with HB 4545.  <b>Strategy's Expected Result/Impact:</b> Improved scores on CBA's, benchmarks and STAAR <b>Staff Responsible for Monitoring:</b> Administrators Tutoring Logs   <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support the implementation of the TEKS Resource system including alignment, instruction and assessment through District PLC and Campus PLC for both reading and writing.  -staff development on new TEKS and state assesement <b>Strategy's Expected Result/Impact:</b> Improved performance on CBA's, benchmarks and STAAR reading and writing <b>Staff Responsible for Monitoring:</b> Administration ELAR strategist  <b>Title I:</b> 2.4, 2.5, 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 4:** By May 2023, all identified students with dyslexia will have 5% gains in the area of reading STAAR Assessment.

**High Priority**

**Evaluation Data Sources:** Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum based measures, progress reports, report cards, district benchmarks and state accountability system results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Special Education teachers will implement the SIPPS program during the regular pull out program to help improve decoding and fluency. Including working with ELAR teachers to provide a balanced literacy program to help with comprehension. <b>Strategy's Expected Result/Impact:</b> Improved fluency and decoding skills Improved reading Improved STAAR CBA Benchmark <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Special Education teachers will collaborate with regular education teachers to implement various programs. - Pearson Mathematics -Imagine Math <b>Strategy's Expected Result/Impact:</b> Improved math skills Improved CBA's Improved Benchmarks Improved STAAR <b>Staff Responsible for Monitoring:</b> Administrators Special Education District Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Special education teachers and special education paraprofessionals will collaborate in educating students with diverse learning needs via the use of special programs, techniques and other methods to meet the needs of all their students. (IEP) <b>Strategy's Expected Result/Impact:</b> Improved social skills, daily living skills and academic achievement. <b>Staff Responsible for Monitoring:</b> Administrators Strategist Special Education Directors  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement SD in how to use instructional strategies in reading, the dyslexia handbook and the understanding of the written language to assist students. <b>Strategy's Expected Result/Impact:</b> -Improved benchmark scores and STAAR -progress reports -progress monitoring scores <b>Staff Responsible for Monitoring:</b> -Administration -Special Ed. Admin.	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:** To increase Gifted and Talented students performance mastering grade level standards on the State assessment by 3%.





**Evaluation Data Sources:** TEA DATA Reports

STAAR DATA

Benchmark DATA

NWEA MAP

Eduphoria Reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will collaborate with GT teacher to desegregate assessment DATA to monitor progress and ensure GT students are making the gains necessary to reach Advanced Academic progress by Spring 2022. <b>Strategy's Expected Result/Impact:</b> Improved STAAR CCRS <b>Staff Responsible for Monitoring:</b> Administrators GT Teacher Regular Education Teacher Advanced Academic Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - State Gifted and Talented (G/T)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Advance Academics Teacher will monitor to ensure all teachers have their 30 hours of GT training days 1-5 <b>Strategy's Expected Result/Impact:</b> All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan <b>Staff Responsible for Monitoring:</b> Administration Advance Academic Teacher Advance Academic Strategist  <b>Title I:</b> 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 the end of the 2022-2023 school year STAAR scores for students serviced by Special Education will increase 5%.

**High Priority**

**Evaluation Data Sources:** STAAR performance reports  
State Accountability System results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Migrant students will use Imagine Learning during Migrant lab time to improve their reading skills. <b>Strategy's Expected Result/Impact:</b> Improved reading and mathematics skills Improved STAAR scores Improved benchmark results <b>Staff Responsible for Monitoring:</b> Administrators Migrant District Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Migrant paraprofessional staff will work with migrant students to assist in meeting their individual needs in math and reading. <b>Strategy's Expected Result/Impact:</b> Improved STAAR scores Improved Benchmark results Improved reading skills <b>Staff Responsible for Monitoring:</b> Administrators Migrant District Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - General Fund	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 7:** Engage in essential skills for college, career and community at all campus libraries by increasing the number of students that read for learning, personal growth, and enjoyment by 10%.

**High Priority**

**Evaluation Data Sources:** Monthly circulation statistics

Observations

AR Goals per six weeks





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level. <b>Strategy's Expected Result/Impact:</b> -Improved reading skills -improved library skills	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 8:** During the 2022-2023 academic school year, PFS Migrant students in grades 3-5 will grow between 2-5 RIT points. End of year RIT scores are an accurate predictor of STAAR.

**High Priority**

**Evaluation Data Sources:** NWEA Maps  
STAAR DATA  
Benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will create pathways to allow for differentiated instruction in the classroom using a blended learning approach to help students meet their highest potential and minimize the COVID gap. <b>Strategy's Expected Result/Impact:</b> Improved reading skills Improved mathematics skills Improved CBA's Improved STAAR NWEA Maps <b>Staff Responsible for Monitoring:</b> Administration ITC	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 9:** During the 2022-2023 the fine arts departments will increase the quality and quantity of literacy used in the curriculum across grade levels.

**Evaluation Data Sources:** Current fine arts curriculum across grade levels  
active class monitoring

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

**Performance Objective 1:** During the 2022-2023 school year, processes and programs will be in place for 1 technology rich and 2 safe and secure learning environments. (Instructional Technology)

**Evaluation Data Sources:** Digital Citizenship Week  
Cyber Security Training and Certificates  
Common Sense Media Training  
Common Sense Ed. Docs.  
Chromebook documentation  
Online instructional resource documentation  
Google forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Digital Citizenship Week (Common Sense) <b>Strategy's Expected Result/Impact:</b> Students adhere to technology district policies, guidelines and rules which will positively affect character and decision making which will ensure that they are good digital citizens. <b>Staff Responsible for Monitoring:</b> Administrators ITC Librarian  <b>Title I:</b> 2.5 <b>Funding Sources:</b> ITC - State Comp Ed (SCE) - \$83,629	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> STAFF, Parents and Community will participate in project Tomorrow Speak Up Survey to monitor perceptions of a Safe, secure drug free technology rich and inviting environment to promote high performance. <b>Strategy's Expected Result/Impact:</b> Survey results from Campus and District level from multiple stakeholder groups Positive! <b>Staff Responsible for Monitoring:</b> Director of Instructional Tech.  Instructional Technology Strategiest	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







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

**Performance Objective 2:** Implement Henry the Hand Infection Control Program along with a glow germ age appropriate lesson by the end of the first semester to improve attendance and be at the top of our 40 group.

**Evaluation Data Sources:** Lesson Plans  
STAAR DATA attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Just Say No Week Red Ribbon Week Anti Bullying Week  <b>Strategy's Expected Result/Impact:</b> Students will learn that healthy and drug free bodies are important to educational success. Students will learn how to get along with others and make decisions where everyone wins. <b>Staff Responsible for Monitoring:</b> Counselors Administrators Teachers  <b>Title I:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Empowered to Lead Rally Career Day  <b>Strategy's Expected Result/Impact:</b> Empower students to be leaders and take an active role in school. Provide students with an opportunity to learn about careers and initiate the process to make long term career goals. <b>Staff Responsible for Monitoring:</b> Counselors Administrators Teachers  <b>Title I:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will provide students with activities that promote the 7 Habits of Highly Effective Leaders. <b>Strategy's Expected Result/Impact:</b> Students will be provided the skills to take an active role in being proactive thinkers who make decisions based on what's best for all parties involved. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> A Junior Lighthouse Team will be selected to discuss student ideas and concerns. <b>Strategy's Expected Result/Impact:</b> Empower students to be active participants in their school. <b>Staff Responsible for Monitoring:</b> Lighthouse Team Administrators Counselors  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Continue to implement an Anti-Bullying plan that will help students feel safe and secure in their learning environment.

**Evaluation Data Sources:** Bullying complaint reports  
Disciplinary action  
Improve low performance school

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will initiate the use of google classroom in the classroom in order to create a blended learning environment <b>Strategy's Expected Result/Impact:</b> Students become independent learners <b>Staff Responsible for Monitoring:</b> Administrators Lesson Plans  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will use computers, Chromebooks and printers in their classrooms in order to implement a blended environment. <b>Strategy's Expected Result/Impact:</b> Independent learners who are building their reading and mathematics capacity <b>Staff Responsible for Monitoring:</b> Administrators Lesson Plans Walkthroughs	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 ENVIRONMENT:** Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.

**Performance Objective 4:** Maximize the support of educational experience targeting all content areas by utilizing technology resources like Razz Kids, AR, Istation, Study Island, Stemscopes, Education Galaxy, Imagine Math, and Reflex Math

**Evaluation Data Sources:** DATA reports from individual programs  
Monthly usage

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

**Performance Objective 5:** By the end of the school year 2022-2023 drug, alcohol education and prevention, conflict resolution and student leadership programs would have been implemented to promote safe and drug free schools.

**High Priority**

**Evaluation Data Sources:** Just Say No Week

Red Ribbon Week

Anti-Bullying Week

Suicide Prevention Month

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

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

**Evaluation Data Sources:** Campus aligned parent meetings

Evaluations

Campus events

Staff meetings


Log ins

Sign ins

Parent teacher conference

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent Specialist will recruit parents and community members to participate in volunteer in place (VIP) Program in areas such as: -teacher material assistance -special events -field trips -decision making committees -MANOS -tutoring-beautification of the school <b>Strategy's Expected Result/Impact:</b> Increase parental-community engagement and collaboration to increase students success. <b>Staff Responsible for Monitoring:</b> Parent Specialist Administrators Parental Involvement Director  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Parent Specialist - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Margo will provide parent meeting virtually or face to face when applicable topics will range from online learning to preparing your home for this type of atmosphere. Other topics will include technology, different software, platforms to communicate with parents and parent portal, STAAR, Bullying and Drug Prevention, literacy and core academic strategy, The Leader in Me, mental health awareness, campus safety precautions, nutrition and college/career exploration and readiness. <b>Strategy's Expected Result/Impact:</b> Increase home and school relations that impact student academic achievement. <b>Staff Responsible for Monitoring:</b> Parent Specialist Administrators Parental Involvement Director  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote and develop parent/teacher/student compact and parental involvement school policy. <b>Strategy's Expected Result/Impact:</b> An agreement that supports home school commitment for student progress and success. <b>Staff Responsible for Monitoring:</b> Parent Specialist Parental Involvement Director Administrators  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote family literacy by providing ESL classes, reading workshops, HEB 3 READ and parenting with community and district literacy programs. <b>Strategy's Expected Result/Impact:</b> Increase family literacy success.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Parental Specialist Administrators District Parental Involvement Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Funding Sources:</b> - Title 1, Part A</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be provided opportunities to be involved in community based projects such as:  -Box Tops for Education -Ronald McDonald Pull Tab -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Assembly -Literacy/Leadership Night  <b>Strategy's Expected Result/Impact:</b> School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others. <b>Staff Responsible for Monitoring:</b> Librarian District Library Coordinator Administration  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Library Aide - State Comp Ed (SCE) - \$41,032	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 1:** Develop and provide high quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their practice of personalized blended learning along the continuum of learning environment (2022-2023, instructional technology).

**Evaluation Data Sources:** PD Sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that staff have received professional staff development: -Online Presence Courses -TEKS Resource System -Student Learning Objective -Blended Learning -Istation -Reasoning Mind -Imagine Math -Best Practices Conference -RGV Teachers for Math Conference -Guided Reading -Teacher Networking Observations -Flashback Fridays -The Writing Academy -Include materials and equipment necessary to meet staff development needs <b>Strategy's Expected Result/Impact:</b> Improve assessment results and student academic performance. <b>Staff Responsible for Monitoring:</b> Administrators Language Arts Strategist Math Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers in grade K-5 will attend district Professional Learning Communities meetings to support language arts, math, social studies, and science curriculum frameworks. <b>Strategy's Expected Result/Impact:</b> Improve teachers pedagogy and craft along with student academic	Formative			Summative
	Nov	Jan	Mar	June

achievement.

**Staff Responsible for Monitoring:** Administrators  
Language Arts Strategist  
Math Strategist  
Social Studies Strategist  
Science Strategist

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0%

No Progress

100%

Accomplished



Continue/Modify



Discontinue

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

# State Compensatory

## Budget for Dr. R.E. Margo Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 7

**Brief Description of SCE Services and/or Programs**

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## Personnel for Dr. R.E. Margo Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angelina Jackson	Instructional Coach	1
Anika Martinez	Teacher PK	0.5
Brianna L. Gonzalez	Counselor Clerk	1
Claudia Mata	Instructional Coach	1
Delicia Ballea	Instructional Aide	1
Dina Danyel Gonzalez	Instructional Aide	0.5
Lorena Martinez	Teacher PK	0.5
Oralia Cavazos	Teacher Aide PK	0.5
Paula Snook	Teacher PK	0.5
Sonia Rangel	Teacher PK	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adana Baldonado	Instructional Aide	Title I Part A	1
Blanca N. Alvarez	LVN	Title I Part A	1
Christopher Pineda	Sp. Ed. Aide	Title I Part A	1
Claudia Ornelas	Teacher Class Size Reduction	Title II Part A	1
Emma Luna	Library Aide	Title I Part A	1
Ester Garcia	Instuotional Aide	Title I Part A	1
Jose A. Sanchez	Instructional Aide	Title I Part A	1
Rosa E. Arriaga	Parent Specialist	Title I Part A	1
Suzette Alton	Instructional Aide	Title I Part A	1
Sylvia Guerra	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1

# Campus Funding Summary

State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Language Arts Facilitator		\$91,388.00
2	1	1	ITC		\$83,629.00
3	2	1	Library Aide		\$41,032.00
Sub-Total					\$216,049.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Parent Specialist		\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
Sub-Total					\$0.00

# Addendums