Weslaco Independent School District

Memorial Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

Always do the right thing

Determined to finish strong

Vision

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 8, 2023

Demographics

Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2023, the total student population was 1,175 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary was a Leader in Me School. However, it is no longer a district initiative. The 7 Habits of Happy Kids are still practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the habits are seen suspended from the ceiling and clearly posted on the front doors. Every morning fifth grade students are at the entrance of the school to greet students and accompany any student who has difficulty finding their classroom.

The student population is 96% Hispanic and 4% White. Other demographic information includes students in Special Education (12%), Migrant (0%), LEP (11%), and Gifted and Talented (7%).

According to the most recent 2021-2022 TAPR, teachers serving this school are 51 Hispanic and 6 Whites. There are only five teachers with 1-5 years of experience, six teachers with 6-10 years experience, twenty eight teachers with 11-20 years of experience, and seventeen teachers with over 20 years experience. The average years of overall experience is 17 years which is above the school district average.

Demographics Strengths

- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned five out of six distinctions on the Spring 2022 STAAR Assessment (Math, Science, Comparative Academic Growth, Closing the Gap, and Post Secondary)
- Earned an A ratings from TEA for three years
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

2021-2022 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

All Students	**Hispanic**	**Special Ed.**	**Econ. Disadv.**	**EB**
All Subjects 2022 - 84%	All Subjects 2022 - 83%	All Subjects 2022 - 47%	All Subjects 2022 - 84%	All Subjects 2022 - 76%
Reading 2022 - 87%	Reading 2022- 86%	Reading 2022- 49%	Reading 2022 - 87%	Reading 2022 - 81%
Math 2022 - 82%	Math 2022 - 81%	Math 2022- 47%	Math 2022- 72%	Math 2022 - 72%
Science 2022 - 80%	Science 2022- 79%	Science 2022 - 33%	Science 2022 - 80%	Science 2022 -71%

Student Learning Strengths

Memorial Elementary special education students showed improvement on Reading STAAR (from 38% to 49%) and on Science STAAR (from 14% to 33%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 47% of special education students passed all subjects on STAAR. **Root Cause:** Identified students lack foundational reading and math skills

Problem Statement 2: Only 49% of special education students passed the reading STAAR test. **Root Cause:** identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

School Processes & Programs

School Processes & Programs Summary

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

Campus level PLC's are held every Friday to provide teachers opportunities to meet with colleagues and plan for the week including RBL.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Memorial Elementary has taken all possible measures to keep students and staff safe and secure.   **Root Cause:** Our enrollment is currently 1,175 students and we two security guards on campus. One is a level I Security and the other is a Level II Armed Security Guard.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: September 22, 2023

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 2024, assessment data will improve from the 2023 scores.

    Evaluation Data Sources: Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Effective Reading Strategies in Social Studies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grade 5).
 	
Geographical, political, social and economical influences in history (grades Pre-K-5th)
    Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks.
    Staff Responsible for Monitoring: Campus Administration
Social Studies Strategist
 	
    Title I:
    2.4				

Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks
    Staff Responsible for Monitoring: Social Studies Teachers
Administrators
Social Studies Strategist
 	
    Title I:
    2.4				

Strategy 3 Details		Reviews			
Strategy 3: Integrate the application of technology to promote a blended learning environment in social studies classrooms through various programs: Envision Social Studies-Pearson		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance of students on assessments: District Benchmarks **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4 **Funding Sources:** - State Comp Ed (SCE)					

Strategy 4 Details		Reviews			
Strategy 4: Writing included as part of Social Studies assessments.		Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Social Studies CIF **Title I:** 2.6 - **Additional Targeted Support Strategy**					

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

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

Performance Objective 2: By Spring 2024, we will improve scores namely 80% on Approaches, 53% on Meets, and 25% on Masters in Science STAAR.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Provide purposeful data-driven instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Science Teachers Administrators Science Strategist **Title I:** 2.4 **Funding Sources:** - State Comp Ed (SCE)				
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Science Teachers Administrators Science Strategist **Title I:** 2.4 **Funding Sources:** - State Comp Ed (SCE)				

Strategy 3 Details		Reviews			
Strategy 3: Coaching and development of teachers through Professional Learning Communities.		**Formative**			**Summative**
Meet once every six seeks to develop lessons and activities		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, NWEA and STAAR **Staff Responsible for Monitoring:** Science Teachers Numeracy Coach Administrators **Title I:** 2.4					

Strategy 4 Details		Reviews			
Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms		**Formative**			**Summative**
through various online programs: StemScopes		**Nov**	**Jan**	**Mar**	**June**
Education Galaxy EduSmart Brain Pop Jr Measuring Up Live 2.0 **Strategy's Expected Result/Impact:** Increased performance on assessments: NWEA District Benchmarks STAAR **Staff Responsible for Monitoring:** Administrators **Title I:** 2.4, 2.5 **Funding Sources:** Edusmart - State Comp Ed (SCE) - $1,343					

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

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

Performance Objective 3: By Spring 2024, we will increase scores namely 82% on Approaches, 56% on Meets, and 30% on Masters in Math STAAR.

    Evaluation Data Sources: NWEA MAP
    District benchamarks
    STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Integrate the application of technology to promote a blended learning environment in Math classrooms through various programs:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*Envision Math-SAVVAS
*Reflex Math Grades 2-5
*Imagine Math Grades K-5
*Education Galaxy
* Mentoring Minds Think Up! Grades 3-8
 	
    Strategy's Expected Result/Impact: Increased performance on Math assessments
    CBAs
    Benchmarks
    STAAR
    Staff Responsible for Monitoring: Math CIF
    Campus Administration
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: Education Galaxy - State Comp Ed (SCE) - $899.99				

Strategy 2 Details	Reviews			
Strategy 2: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics TRS Differentiating Performance Assessments Math Tasks Number/math Talks Workstations Daily Math Fact Fluency Center Differentiated Math Centers	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase performance of students on assessments Benchmarks NWEA MAP STAAR **Staff Responsible for Monitoring:** Math Numeracy coach Campus Administration **Title I:** 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Monitor student performance including subgroups through the desegregation of assessment data during PLC meetings to identify areas of need *Benchmarks *NWEA MAP Diagnostic Assessments *TEKS Resource System-Formative Assessment items *Pearson Placement Test (K-5) *Online Program-Imagine Math (Quantile Growth) K-5th	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased performance of students on assessments NWEA Benchmarks STAAR **Staff Responsible for Monitoring:** Campus Administration Numeracy coach **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	**Reviews**			
Strategy 4: Purchase math STAAR and Gauntlet workbooks for 3rd-5th grade students for STAAR prep.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase performance on STAAR. **Staff Responsible for Monitoring:** Teachers Numeracy Coach Campus administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Math STAAR - State Compensatory Education - $835.70, Math Gautlet - State Compensatory Education - $488.70	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Performance Objective 4: By Spring 2024, students taking STAAR Reading Language Arts assessments, will score at or above the 2023 Spring STAAR assessments at the Approaches Level of 87%.

HB3 Goal

Evaluation Data Sources: STAAR Data
Benchmarks
NWEA Map Growth Data

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy framework which addresses phonics, phonological awareness, shared reading, guided reading, independent reading, fluency, comprehension, and vocabulary, writing and grammar/mechanics. Purchase carpets for read aloud area in classrooms.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance on the Reading and Writing assessments:
NWEA MAP, IRI, Istation ISIP, SIPPS, Benchmarks, STAAR assessments
    Staff Responsible for Monitoring: Literacy coach
Campus administration
ELAR coordinator
 	
    Title I:
2.4, 2.5, 2.6					

Strategy 2 Details		Reviews			
Strategy 2: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance on reading and writing assessments:
NWEA MAP
Benchmarks
STAAR Assessments
    Staff Responsible for Monitoring: Assistant principal ELA
Literacy coach
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: Instructional Facilitator - State Comp Ed (SCE) - $97,601					

Strategy 3 Details	Reviews			
Strategy 3: Integrate the application of technology to promote a blended learning environment in Language Arts classrooms through various programs: SAVVAS My View Istation SIPPS iReady Education Galaxy RAZ Learning A-Z SeeSaw Accelerated Reader Purchase Ipads, Ipad cases and headphones to help with the implementation of programs. **Strategy's Expected Result/Impact:** Improved performance on reading and writing assessments: Benchmarks IRI ISIP STAAR Assessments **Staff Responsible for Monitoring:** Teachers Administrators Literacy Coach **Title I:** 2.4, 2.5 **Funding Sources:** Vocabulary A-Z - State Comp Ed (SCE) - $675.54, Ipads - State Comp Ed (SCE) - $12,059, Headphones - State Comp Ed (SCE) - $4,576.25	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Purchase warehouse supplies to help create literacy stations for Pre-K to 5th grade students and big books sets and dressing frames for Pre-K 3. Purchase document cameras to help with presentation of lessons. Purchase printers and toner for printers. Purchase furniture for PreK-3 classrooms.		Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance on reading and writing assessments.
    ISIP
    IRI
    Staff Responsible for Monitoring: Teachers
    Literacy Coach
    Administration
 	
    Title I:
    2.4, 2.5, 2.6
    Funding Sources: Document Cameras - State Comp Ed (SCE) - $616, Toner - State Comp Ed (SCE) - $2,174.76, Printers - Title 1, Part A - $7,654.80, Toner - Title II Part A - $2,293.93				

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

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

Performance Objective 5: Engage in essential skills for college, career, and community at campus library by increasing the number of studens that read for learning, personal growth, and enjoyment by 10%.

Evaluation Data Sources: monthly circulation statistics
observations
online and social media posts

Strategy 1 Details	Reviews			
Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environments. Purchase library books.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through fixed and flexible scheduling as ell as emoely, all students will use library resources for their assignments and/or read for enjoyment. **Staff Responsible for Monitoring:** Librarians **Title I:** 2.4, 4.1 **Funding Sources:** Library Books - ESSER - $20,580				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 6: By Spring 2024, EB students taking the STAAR will score at or above the 2023 Spring STAAR assessments at the Approaches Level.

Evaluation Data Sources: NWEA MAP
Benchmarks
STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Implement SIOP model strategies to help EB students.	**Formative**			**Summative**
Peer tutoring	**Nov**	**Jan**	**Mar**	**June**
small group discussion				
use of graphic organizers				
vocabulary instruction				
questioning techniques				
lab based lessons				
scaffolding techniques				
Strategy's Expected Result/Impact: Improve performance on all assessments of LEP students NWEA MAP Benchmarks STAAR				
Staff Responsible for Monitoring: Teachers Administration ELAR Strategist				
Title I: 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Implement leveled readers in the classroom as needed to read about historical issues such as, specific eras, dates, significant figures in World History, Texas History, and U.S. History.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Teaches
Administration
Bilingual Director

Title I:
2.4

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

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

Performance Objective 7: By May 2024, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Evaluation Data Sources: NWEA MAP
Benchmarks
STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Implement Orton-Gillingham intervention programs with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved scores on benchmarks and STAAR	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dyslexia Teacher Campus Administration Dyslexia Coordinator **Title I:** 2.4, 2.5, 2.6				
Strategy 2 Details	Reviews			
Strategy 2: Implement accommodations to assist students in the reading and writing for eligible students. Purchase a C-Pen reader.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved scores on benchmarks and STAAR **Staff Responsible for Monitoring:** Dyslexia Teacher General Ed Teacher Campus Administration Dyslexia Coordinator **Title I:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 8: To increase the performance of Gifted students mastering grade level standards on the state assessments by 5%.

    Evaluation Data Sources: NWEA MAP
STAAR Data

Strategy 1 Details			Reviews			
Strategy 1: Monitor to ensure that 100% of classroom teachers have received 30 hours of G/T training days 1-5.			**Formative**			**Summative**
Strategy's Expected Result/Impact: All GT Students will be serviced by teachers that are in compliance with Texas State Plan. Teachers will know and understand how to meet the needs of GT students. **Staff Responsible for Monitoring:** GT teacher Administration **Title I:** 2.4			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Identify areas needing improvement and develop curriculum and engaging instructional support			**Formative**			**Summative**
Strategy's Expected Result/Impact: Areas will be identified and action place will be put in place to achieve areas of improvements. **Staff Responsible for Monitoring:** QUEST teacher GT teachers Administration **Title I:** 2.4, 2.6			**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details			Reviews			
Strategy 3: GT identified K-5 grade students will be serviced via differentiated strategies by their core content teachers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: K-5 GT students will be prepared with curriculum that is embedded with rigor, innovative projects, and activities that will reflect creativity and prepare them for high school and beyond.			**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Teachers
Campus GT coordinator
Campus administration

Title I:
2.6

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

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

Performance Objective 9: The Fine Arts Department will increase the quality and quantity of literacy used in Pre-K-5th Fine Arts Curriculums.

Evaluation Data Sources: choir attendance rosters
art club attendance rosters

Strategy 1 Details	Reviews			
Strategy 1: The school choir will perform at school and community events and programs such as: Christmas Program Talent Show	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be successful during performances. **Staff Responsible for Monitoring:** Music teacher Administration **Title I:** 2.4, 2.5				
Strategy 2 Details	Reviews			
Strategy 2: The art department will work with local arts advocacy groups to promote the arts through shows and competitions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will participate in local shows and competitions. **Staff Responsible for Monitoring:** Art teacher **Title I:** 2.4, 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in scores on benchmarks, IRIs and STAAR **Staff Responsible for Monitoring:** Library Staff Teachers Administration **Title I:** 2.4, 2.5, 2.6, 4.1	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become better readers and become life long readers. **Staff Responsible for Monitoring:** Library Staff Teachers Administration **Title I:** 2.4, 2.5	**Nov**	**Jan**	**Mar**	**June**

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

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

Performance Objective 11: 100% of students will participate in Physical Education

    Evaluation Data Sources: Lesson Plans

Strategy 1 Details		Reviews			
Strategy 1: Students will attend PE & Health classes with each of the three different coaches. Coaches will purchase PE equipment so students can have an opportunity to participate in different PE activities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become healthier.		**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Administration
PE Coaches
 	
    Title I:
2.4, 2.5
    Funding Sources: PE equipment and artificial turf - State Comp Ed (SCE) - $696.13					

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

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

Performance Objective 1: During 2023-2024, processes and programs will be in place for safe and secure technology environments for 100% of students and staff.

Evaluation Data Sources: Chromebook documentatin
Online insructional resources and documentation
Usage Data from Dyknow/Classroom App.

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place for a technology rich learning environment through the student device replacement program and developing a new process for softeware selections.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Equity in student devices. Balance of oline and offline instructional resources **Staff Responsible for Monitoring:** Teachers Coaches Administration **Title I:** 2.4, 2.5				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Nurse will provide aid to students and staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure that all students and staff feel safe that a nurse is available at all times. **Staff Responsible for Monitoring:** Campus Administration	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: Continue to implement an anti-bullying plan

    Evaluation Data Sources: SEL survey report

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

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

Evaluation Data Sources: Parent Specialist
Adminsration

Strategy 1 Details			Reviews			
Strategy 1: Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Remind 101, KWES and Facebook.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will become informed and participate in their child's education. **Staff Responsible for Monitoring:** Principal Secretary Teachers **Title I:** 4.1, 4.2						
Strategy 2 Details			**Reviews**			
Strategy 2: Provide district aligned parent meetings virtually or face to face when applicable.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance **Staff Responsible for Monitoring:** Parent Specialist Campus Administration			**Nov**	**Jan**	**Mar**	**June**

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

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

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

    Evaluation Data Sources: TAPR report

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

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

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

    Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details			Reviews			
Strategy 1: Provide mentors and induction training for new teachers.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Mentor assignment and mentor feedback **Staff Responsible for Monitoring:** Administration Coaches **Title I:** 2.4			**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Provide opportunities and encourage teachers to seek additional training in meeting the needs of the campus.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Training records, documentation **Staff Responsible for Monitoring:** Principal **Title I:** 2.4			**Nov**	**Jan**	**Mar**	**June**
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 Memorial Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 8.5
Brief Description of SCE Services and/or Programs

Personnel for Memorial Elementary

Name	Position	FTE
Alma Gutierrez	Instructional Aide	0.5
Ana Ramirez	Teacher PK	0.5
Arcadia Lopez-Longoria	Instructional Coach	1
Brissa Aguilar	Teacher PK	0.5
Cynthia Aguilar	Instructional Aide	0.5
Edith Salas	Teacher PK	0.5
Hilda Trevino	Teacher PK	0.5
Jolyn Garcia	Instructional Aide	0.5
Maria Garza	Teacher PK	0.5
Robert Gonzalez	Counselor Clerk	1
Selina Martinez	Teacher PK	0.5
Sergio Villarreal	Instructional Coach	1
Vacancy	Instructional Aide	1

Title I Personnel

Name	Position	Program	FTE
Delma C. Solether,	Parent Specialist	Title I Part A	1
Irasema Rodriguez	Teacher Class Size Reduction	Title II Part A	1
Jesus Martinez	Media Aide	Title I Part A	1
Luisa E. Riemersma	Instructional Aide	Title I Part A	1
Mariselva Guzman	Special Ed. Aide	Title I Part A	1
Mary Alice Aguirre	Special Ed. Aide	Title I Part A	1
Soraida Yebra	LVN	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4	Edusmart		$1,343.00
1	3	1	Education Galaxy		$899.99
1	4	2	Instructional Facilitator		$97,601.00
1	4	3	Ipads		$12,059.00
1	4	3	Headphones		$4,576.25
1	4	3	Vocabulary A-Z		$675.54
1	4	4	Toner		$2,174.76
1	4	4	Document Cameras		$616.00
1	11	1	PE equipment and artificial turf		$696.13
				Sub-Total	$120,641.67

Title 1, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Printers		$7,654.80
				Sub-Total	$7,654.80

Title II Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Toner		$2,293.93
				Sub-Total	$2,293.93

State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Math STAAR		$835.70
1	3	4	Math Gautlet		$488.70
				Sub-Total	$1,324.40

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Library Books		$20,580.00
				Sub-Total	$20,580.00