

Weslaco Independent School District
Dr. R.E. Margo Elementary
2023-2024 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 Border in Weslaco, TX. Weslaco has a population of 39,029 of those individual 20% are foreign born. The community is predominately bilingual. The median annual income is \$36,157 which is far less than comparable communities in Texas.

Currently Margo has a population of 1143 students of which 99% are Hispanic and 1% White . Of those students 87% are Economically Disadvantaged and 74% are At-Risk. Other demographic information includes 26% emergent bilingual learners, 11% 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 professional support and 3 campus administrators. Most of the teachers at our campus are veteran teachers we have 5 teachers with 1-5 years of experience, 11 teachers with 6-10 years of experience, 13 teachers with 11-20 years of experience and 20 teachers with over 20 years of experience.

Our school is a TEA "B" rated school.

Demographics Strengths

-Attendance rate for the 2022-2023 school year was at 94%

-teacher turnover is almost nonexistent

-94% of teachers have 10 or more years of classroom experience

-campus leadership team has close to 90 years combined of educational experience

-53% of classroom teachers are bilingually certified

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 EB's, Special Ed, Dyslexia, Migrant and Eco Dis. **Root Cause:** Root Cause Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension including math fluency).

Student Learning

Student Learning Summary

Dr. R. E. Margo Elementary is a TEA "B" rated school. 86% of our student in 3rd-5th scored at Approaches or higher. The TELPAS composite scores were as follows: Beginners-27%, Intermediate-42%, Advanced-27% and Advanced High-3%.

Student Learning Strengths

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 EB students.

Root Cause: There is a need for PD for all teachers servicing the bilingual students to best meet learner needs.

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.

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.

During PLCs 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.

We meet to review and analyze student iReady data, benchmark data, NWEA data, and Imagine Math data 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 and student growth.

School Processes & Programs Strengths

- Low teacher turnover
- GT Trained Teachers
- Bilingual Certified Teachers
- PLCs
- 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

- Weekly newsletter to communicate weekly campus activities and expectations
- Monthly calendar to communicate monthly activities for both staff and parents
- Instructional Rounds
- Implementation of SIPPS and Guided Reading to target K-2nd
- Implementation of iReady (reading and math), Istation, Imagine Math, Reflex Math, RAZZ kids Plus, and SAVVAS Realize programs
- 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 students..

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.

There is a high level of community involvement. The school sponsors programs and activities such as Loteria with Grandparents, the Giving Tree, Ronald McDonald House, Vannie E. Cook Foundation, and we have a Veterans Program to honor those who serve our country.

Perceptions Strengths

-Meet the Teacher Night

- Literacy Night
- America Goes Back to School/Leadership Rally
- Veteran's Day Program
- Staff Picnic
- Career Day
- The Giving Tree
- College Quarter Thursday
- Vannie E. Cook Foundation
- Parental Engagement Workshops
- 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
- High parental engagement program
- Drug Free Week
- Just Say No Week
- Leader In Me School

-Anti Bullying Week

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Barriers such as poverty and citizenship status are barriers that prevent parents from being engaged in their child's education. **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 EB'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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent 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 2024:
 90% Approaches, 60% Meets, 30% Masters on STAAR
 90% PK 4-2nd graders are on grade level by EOY
 60% of students will meet or exceed expected growth


High Priority


HB3 Goal


Evaluation Data Sources: STAAR
 District benchmarks
 Common Formative Assessments
 NWEA MAPS


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for cross curricular instruction in RLA, Math, Science and Social Studies to promote literacy and numeracy across all contents. Cross curricular collaboration Problem solving and decision making models for real world applications</p> <p>Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, STAAR, and NWEA MAP Growth. Staff Responsible for Monitoring: Campus Administration Instructional coaches</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based instructional strategies (RBIS), as well as accelerated learning.</p> <p>Professional Learning Communities Region I Lead4Ward Content specific workshops/professional development</p> <p>Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR, and NWEA MAP Growth</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 2: By May 2024, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

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			
<p>Strategy 1: Implement an Orton-Gillingham intervention program with fidelity.</p> <p>Strategy's Expected Result/Impact: Improved RLA on benchmarks, six weeks progress reports, progress monitoring, NWEA MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Dyslexia teacher Literacy coach Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement accommodations for eligible students to assist students in all subjects.</p> <p>Strategy's Expected Result/Impact: Improved benchmark scores, six weeks reports, progress monitoring and improved STAAR scores</p> <p>Staff Responsible for Monitoring: Dyslexia teacher Teachers Assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 3: The Fine Arts Department will increase quality and quantity of literacy used in Fine Arts curriculum.





Evaluation Data Sources: Enrollment data from fine arts programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: The fine arts department will plan and perform programs at The Susan M. Peterson PAC.</p> <p>Strategy's Expected Result/Impact: Fine Arts department will educate students on audience etiquette and developing an interest in performing arts all while exposing them to dramatic literature.</p> <p>Staff Responsible for Monitoring: Fine Arts teachers Fine Arts director Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: The fine arts disciplines will have access to content specific literature, publications or online resources.</p> <p>Strategy's Expected Result/Impact: The fine arts classrooms will have built in reading time across all grade levels and disciplines to access specific literature, publications and/or online resources.</p> <p>Staff Responsible for Monitoring: Fine Arts teacher Fine Arts director Literacy coach Campus Administration</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure the Fine Arts teachers are building in time in the daily, weekly and monthly lesson plans for reading.</p> <p>Strategy's Expected Result/Impact: Fine Arts students will have built in reading time in their classrooms.</p> <p>Staff Responsible for Monitoring: Campus Administration Literacy Coach Fine Arts Director</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 4: To create educational experiences where students grow and develop as human beings, by ensuring an increase in enrollment of 10% of students in extra curricular activities.

Evaluation Data Sources: Number of students enrolled in extra curricular activities.





Strategy 1 Details	Reviews			
<p>Strategy 1: 50% of a PE class should be comprised of actual student physical activity at a moderate or rigorous level.</p> <p>Strategy's Expected Result/Impact: Students being healthy and physically fit.</p> <p>Staff Responsible for Monitoring: PE Coaches Administration</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By the end of 2023-2024, STAAR scores for students serviced by special education will increase 5%.

High Priority





Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Allow students to access the curriculum and additional opportunities through proper identification. the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations.</p> <p>Strategy's Expected Result/Impact: Improve STAAR scores</p> <p>Staff Responsible for Monitoring: Special Ed. teachers Diagnostician Administration</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 6: During the 2023-24 academic year, PFS migrant students in grades 3-5 will grow between 1-3 RIT points. End of year RIT scores are an accurate predictor of STAAR.





Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized and small group instruction in reading and math utilizing online based platforms.</p> <p>Strategy's Expected Result/Impact: Improve RIT scores</p> <p>Staff Responsible for Monitoring: Teachers Migrant coordinator Administration</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.

Performance Objective 7: By the end of 2023-2024 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall semester SEL survey.





Evaluation Data Sources: SEL panorama survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the number of guidance lessons provided to students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance.</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue with the implementation of the Leader in Me curriculum</p> <p>Strategy's Expected Result/Impact: Decrease of discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: For the 2023-2024 academic school year, the Advanced Academics Department will increase GT students' performance by mastering grade-level standards on STAAR.

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: GT students will be serviced via differentiated strategies by their core content teachers and GT pull out teacher.</p> <p>Strategy's Expected Result/Impact: Increase performance on STAAR</p> <p>Staff Responsible for Monitoring: Teachers GT teacher Administration</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders.





Performance Objective 9: For the 2023-2024 academic year, the bilingual department will increase emergent bilingual students' performance by mastering grade-level standards on STAAR and TELPAS scores by 5%.

Evaluation Data Sources: STAAR results
TELPAS results

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 2023-2024 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			
<p>Strategy 1: Processes and programs in place for Safe & Secure learning environments through software management & Digital Citizenship lessons.</p> <p>Strategy's Expected Result/Impact: Seamless usage of online resources that meets safe and secure expectations at least one Digital Citizenship lesson.</p> <p>Staff Responsible for Monitoring: Administrators Librarian Instructional coaches</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: ITC - State Comp Ed (SCE) - \$83,629</p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	
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Goal 2: ENGAGING LEARNING ENVIRONMENT: Safe, secure, drug free, technology-rich, and inviting environments district-wide that promote high performance.

Performance Objective 2: 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			
Strategy 1: School wide bullying prevention activities. Strategy's Expected Result/Impact: Decrease bullying incidents Staff Responsible for Monitoring: Counselors Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Establish and maintain a safe, secure, and supportive learning environment for staff and students through the prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school.

High Priority

Evaluation Data Sources: Discipline referrals





Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a positive school climate that fosters safety and embraces respectful, trusting, and caring relationships through SEL lessons.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Margo Elementary will engage parents, families, and the community by utilizing various methods of communication to inform them of events and meetings.

Evaluation Data Sources: Parent newsletter & calendar
 School Facebook page
 Remind 101
 Class Dojo
 Parent meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize all forms of contact to inform parents and the community through phone calls, home visits, different technology platforms, flyers, email, parent teacher conference, school messenger, KWES, and social media.</p> <p>Strategy's Expected Result/Impact: Increase parental and community engagement and collaboration to increase students success.</p> <p>Staff Responsible for Monitoring: Parent Specialist Administrators Teachers</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>Funding Sources: Parent Specialist - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	X	X	X	
Strategy 2 Details	Reviews			
<p>Strategy 2: Revise, distribute and evaluate the District Parental and Family Engagement policy.</p> <p>Strategy's Expected Result/Impact: Parents, staff and community will become aware of the Title 1, Part A requirements. Parental engagement and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Parent Specialist Administrators Parental involvement director</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	X	X	X	

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Title 1 meetings about the program and requirements.</p> <p>Strategy's Expected Result/Impact: Parents, staff and community are ware of Title 1, Part A requirements. Parental engagement and student achievement will increase.</p> <p>Staff Responsible for Monitoring: Parent Specialist Parental Involvement Director Administrators</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - Title 1, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Establish a network of community partners that will enhance the goals, mission and vision of the Parental and Family engagement department.





Evaluation Data Sources: Volunteer logs
Parent specialist reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be provided opportunities to be involved in community based projects such as:</p> <ul style="list-style-type: none"> -Loteria with Grandparents -Ronald McDonald Pull Tab -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Assembly -Literacy/Leadership Night <p>Strategy's Expected Result/Impact: School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others.</p> <p>Staff Responsible for Monitoring: Parental involvement specialist Librarian Administration</p> <p>Title I: 2.5</p> <p>Funding Sources: Library Aide - State Comp Ed (SCE) - \$41,032</p>	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: During 2023-2024, 100% of teachers will have access to high-quality, engaging and innovative professional development and continuous support for all teachers that build capacity of staff to grow professionally in their practice of personalized blended learning.

Evaluation Data Sources: PD Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development that support differentiation instruction, blended learning and hardware/software updates. Strategy's Expected Result/Impact: Improve student engagement Increase the number of teachers providing data informed blended instruction Staff Responsible for Monitoring: Literacy coach Numeracy coach Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 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>
Alyssa Medina	Instructional Assistant	1
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
Jennifer Guillen	Instructional Assistant	1
Laura Torres	Instructional Aide	0.5

Title I

1.1: Comprehensive Needs Assessment

After review of data for the 2022-2023, we noticed that there is a dire need to improve students ability to read at grade level. Currently in the 2022-2023 school year about 50% of our student population in grade 1-5 are reading below expected grade level.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Arcadia Lopez-Principal

Letty Perez-Assistant Principal

Debbie Juarez-Assistant Principal

Anika Martinez-PK

Marissa Mariscal-Kinder

Anahi Espinoza-First

Cathy Nieto-Second

Yoana Maldonado-Third

Rubi Mora-Fourth

Griselda Salinas-Fifth

Cynthia Perez-Counselor

Laura Hernandez-Counselor

Patricia Avila-Librarian

Rosie Arriaga-Parent Specialist

Claudia Mata-Numeracy Coach

Dee Reyes-Special Education

Adriel Martinez-Specialty

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

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

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
Emma Luna	Library Aide	Title I Part A	1
Ester Garcia	Instructional Aide	Title I Part A	1
Jose A. Sanchez	Instructional Aide	Title I Part A	1
Roman Sandoval	Media 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

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ITC		\$83,629.00
3	2	1	Library Aide		\$41,032.00
Sub-Total					\$124,661.00
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
Sub-Total					\$0.00