

Weslaco Independent School District
Dr. R.E. Margo Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

As the right choice, Dr. R. E. Margo Elementary delivers a complete educational experience grounded in social emotional laernig, creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

Dr. R. E. Margo Elementary inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

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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 42,231 of those individual 16% 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 1067 students of which 99% are Hispanic and 1% White. Of those students 88% are Economically Disadvantaged and 74% are At-Risk. Other demographic information includes 22% emergent bilingual learners, 13% Special Education, 4% Gifted and Talented and 1% Migrant.

Our school has a total of a 94 staff members of which 30 are paraprofessionals, 55 are teachers, 6 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.

Demographics Strengths

- Attendance rate for the 2023-2024 school year was at 95%
- 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
- 57% 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, 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 "C" rated school. 74% of our student in 3rd-5th scored at Approaches or higher. The TELPAS composite scores were as follows: Beginners-29%, Intermediate-42%, Advanced-25% and Advanced High-4%.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for improvement on STAAR for EB students. **Root Cause:** There is a need for PD for all teachers servicing EB students to best meet learner needs.

Problem Statement 2: There is a need for improvement 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 Elementary 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 coach 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.

We meet to review and analyze student iReady data, benchmark data, NWEA MAP data in order to drive and differentiate instruction. The data is analyzed for strengths and weaknesses and decisions are made collaboratively for best practices for 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
- Monthly newsletter to communicate campus activities and expectations
- Monthly calendar to communicate monthly activities for both staff and parents
- Implementation of SIPPS and Guided Reading to target K-2nd
- Implementation of iReady (reading and math), Reflex Math, and SAVVAS Realize programs
- Instructional coach

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:** High student 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. The attendance goal is 97% or above and is monitored closely.

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, progress and attendance (Parent-Teacher-Student Compact).

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, and a Veterans Program.

Perceptions Strengths

-Meet the Teacher Night

-Literacy Night

-America Goes Back to School/Leadership Rally

-Veteran's Day Program

- Career Day
- The Giving Tree
- College Quarter Thursday
- Parental Engagement Workshops
- 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

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, 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
- T-TESS 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 2025:
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
iReady
CLI Engage

Strategy 1 Details	Reviews			
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 Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, STAAR, and NWEA MAP Growth. Staff Responsible for Monitoring: Campus Administration Instructional coach Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
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. Professional Learning Communities Region I Lead4Ward Content specific workshops/professional development, such as Extended Constructed Response-Reading & Writing Best Practices for 3rd-5th teachers and literacy coaches Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR, and NWEA MAP Growth Staff Responsible for Monitoring: Campus Administration Instructional Coach Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Purchase a variety of resources and materials such as, teaching and student supplies, headphones, toner and Story Works subscription to help teachers teach grade level appropriate TEKS. Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR, and NWEA MAP Growth Staff Responsible for Monitoring: Campus Administration Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6	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 2: By May 2025, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

High Priority

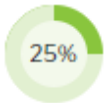
Evaluation Data Sources: Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum based measures, progress reports, report cards, district benchmarks and state accountability system results.

Strategy 1 Details	Reviews			
Strategy 1: Implement an Orton-Gillingham intervention program with fidelity. Strategy's Expected Result/Impact: Improved RLA on benchmarks, six weeks progress reports, progress monitoring, NWEA MAP, and STAAR Staff Responsible for Monitoring: Dyslexia teacher Literacy coach Assistant Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement accommodations for eligible students to assist students in all subjects. Strategy's Expected Result/Impact: Improved benchmark scores, six weeks reports, progress monitoring and improved STAAR scores Staff Responsible for Monitoring: Dyslexia teacher Teachers Assistant principal Title I: 2.4, 2.5, 2.6	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 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			
Strategy 1: The fine arts department will plan and perform programs at The Susan M. Peterson PAC. 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. Staff Responsible for Monitoring: Fine Arts teachers Fine Arts director Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The fine arts disciplines will have access to content specific literature, publications or online resources. 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. Staff Responsible for Monitoring: Fine Arts teacher Fine Arts director Instructional coach Campus Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure the Fine Arts teachers are building in time in the daily, weekly and monthly lesson plans for reading. Strategy's Expected Result/Impact: Fine Arts students will have built in reading time in their classrooms. Staff Responsible for Monitoring: Campus Administration Instructional Coach Fine Arts Director Title I: 2.4, 2.5	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 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			
Strategy 1: 50% of a PE class should be comprised of actual student physical activity at a moderate or rigorous level. Strategy's Expected Result/Impact: Students being healthy and physically fit. Staff Responsible for Monitoring: PE Coaches Administration Title I: 2.4, 2.5	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 2024-2025, STAAR scores for students serviced by special education will increase 5%.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Improve STAAR scores Staff Responsible for Monitoring: Special Ed. teachers Diagnostician Administration Title I: 2.4, 2.6	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 6: By the end of 2024-2025 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			
Strategy 1: Increase the number of guidance lessons provided to students. Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance. Staff Responsible for Monitoring: Counselors Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue with the implementation of the Leader in Me curriculum Strategy's Expected Result/Impact: Decrease of discipline referrals Staff Responsible for Monitoring: Teachers Counselors Administration Title I: 2.4, 2.5, 2.6	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 7: For the 2024-2025 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			
Strategy 1: GT students will be serviced via differentiated strategies by their core content teachers and GT pull out teacher. Strategy's Expected Result/Impact: Increase performance on STAAR Staff Responsible for Monitoring: Teachers GT teacher Administration Title I: 2.4, 2.5	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 2024-2025 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

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content are instruction. Strategy's Expected Result/Impact: Improvement on benchmarks and SAAR performance levels. Staff Responsible for Monitoring: Bilingual teachers Instructional Coach Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	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 1: During the 2024-2025 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			
Strategy 1: Processes and programs in place for Safe & Secure learning environments through software management & Digital Citizenship lessons. Strategy's Expected Result/Impact: Seamless usage of online resources that meets safe and secure expectations at least one Digital Citizenship lesson. Staff Responsible for Monitoring: Administrators Librarian Instructional coach Title I: 2.4, 2.5 Funding Sources: ITC - 164 - State Comp. Ed. [SCE] - \$83,629		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 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
Student SEL survey report

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
				
Strategy 2 Details	Reviews			
Strategy 2: K-12 curriculum on bullying prevention, conflict resolution, and positive behavior interventions will be implemented. Strategy's Expected Result/Impact: Decrease the number of fights and bullying incidents Staff Responsible for Monitoring: Counselors Administration Title I: 2.5	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			
Strategy 1: Promote a positive school climate that fosters safety and embraces respectful, trusting, and caring relationships through SEL lessons. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Counselors Teachers Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Administration Counselors Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: Foster 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			
Strategy 1: Utilize all forms of contact to inform parents and the community through phone calls, different technology platforms, flyers, email, parent teacher conference, school messenger, KWES, and social media. Strategy's Expected Result/Impact: Increase parental and community engagement and collaboration to increase students success. Staff Responsible for Monitoring: Community liason Administrators Teachers Title I: 2.4, 2.5, 4.2 Funding Sources: Parent Specialist - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Revise, distribute and evaluate the District Parental and Family Engagement policy. 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. Staff Responsible for Monitoring: Community liason Administrators Parental involvement director Title I: 4.1, 4.2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Conduct Title 1 meetings about the program and requirements. Strategy's Expected Result/Impact: Parents, staff and community are aware of Title 1, Part A requirements. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Community liason Parental Involvement Director Administrators Title I: 4.1, 4.2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: Foster 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
Community liason reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided opportunities to be involved in community based projects such as: -Loteria with Grandparents -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Assembly -Literacy Night Strategy's Expected Result/Impact: School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others. Staff Responsible for Monitoring: Community liason Librarian Administration Title I: 2.5 Funding Sources: Library Aide - 164 - State Comp. Ed. [SCE] - \$41,032	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 2024-2025, 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: Instructional coach Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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: 10

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>
Cynthia Zamarripa	Instructional Assistant	1
Delia Reyna	Medical Assistant	1
Delicia Ballea	Instructional Aide	1
Iliana Rodriguez	Instructional Assistant	1
Karina Mendoza	Instructional Aide	1
Laura Torres	Instructional Assistant	1
Maria De La Torre	Instructional Aide	1
Nilda Pena	Instructional Assistant	1
Sandra Ramirez	Counselor Clerk	1
Silvia Arreola	LVN	1

Title I

1.1: Comprehensive Needs Assessment

After reviewing of data for the 2024-2025, we noticed that there is a dire need to improve students ability to read at grade level. Currently in the 2024-2025 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

Perla Chavez-Assistant Principal

Anika Martinez-PK

Marissa Mariscal-Kinder

Anahi Espinoza-First

Cathy Nieto-Second

Brenda Marroquin-Third

Martha Santiago-Fourth

Griselda Salinas-Fifth

Maria Guzman-Counselor

Krystal Munoz-Counselor

Patricia Avila-Librarian

Ruth Galvan-Community Liason

Leticia Vallejo-Instructional Coach

Lisa Garcia-Special Education

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>
Brenda Gonzalez	Instructional Aide	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
Kassandra Garcia	Instructional Aide	Title I Part A	1
Monica Reyna	Instructional Aide	Title I Part A	1
Ruth Galvan	Community Aide	Title I Part A	1
Sylvia Guerra	Library Aide	Title I Part A	1

Campus Funding Summary

164 - 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
Budgeted Fund Source Amount					\$498,456.00
+/- Difference					\$373,795.00
Grand Total Budgeted					\$498,456.00
Grand Total Spent					\$124,661.00
+/- Difference					\$373,795.00

Addendums



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Retention
- Special Program Participation
- Teacher-Student Ratios

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational environment, which we have no control, but from which we can observe trends and learn for purposes of program planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|-----------------------|--------------------------|
| • At-Risk by Category | • Teacher-Student Ratios |
| • Attendance | • _____ |
| • Mobility/Stability | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

See page 23 of the guide for probing questions related to Demographics.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, present across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Earned an A rating for two years

Needs

- Mobility/Stability
- Attendance
- Teacher-Student Ratios
- High number of special education students
- Foundational numeracy and reading skills for special ed & EB students

Summary of Needs

- Reduce the number of teacher-student ratio
- Need of improvement in foundational numeracy and literacy skills for special ed & EB students
- Need of improvement on STAAR for special ed & EB populations































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Prioritization Tool

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of data. These data provide insights about the degree to which students are acquiring the knowledge expected for each grade level and course of study.

Potential Data Types:

- Advanced Course/Dual Enrollment Data
- College, Career, and Military Readiness (CCMR)
-
- College Entrance Exams
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Course/Class Grades
- Graduation Plan Types
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Results Driven Accountability (RDA)
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Assessment Data
- State and Local Student Assessment
- Texas English Language Proficiency (TELPAS) Results
- Texas Success Initiative (TSI) Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the current state of getting. We also want to move our district continuous improvement efforts from random acts to focused improvement that centers on our ultimate purpose - improving learning for all students.
Bernhardt

List the actual data sources reviewed below.

- | | |
|--|---------|
| • Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures | • _____ |
| • State Assessment Data | • _____ |
| • Texas English Language Proficiency Assessment System (TELPAS) Results | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

See page 24 of the guide for probing questions related to Student Achievement

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the data dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly from different sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increase in benchmark 1 data to 2 in LA (4th & 5th)
- Increase in Interim 1 data to 2 (Reading & Math)
- Increase from Benchmark 1 (Math 3-4) data from last year
-
-
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Needs

- Increase the number of students scoring Meets on TELPAS
- Foundational reading skills in grades K-3
- Foundational numeracy skills in grades K-3
- Increase the number of students scoring Meets on STAAR
- Increase the number of special ed. students scoring Approaches
- Increase the number of EB students scoring Meets on STAAR
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Summary of Needs

- Foundational reading skills need improvement across K-3rd
- Foundational reading skills need improvement across K-3rd
- Increase the number of special ed. students scoring Approaches on STAAR
- Increase the number of EB students scoring Meets on STAAR
- Increase the number of students scoring Advanced and Advanced High on TELPAS
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Prioritization Tool



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the culture and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up how people work together, solve problems, and confront challenges. This set of informal expectations shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--|---------|
| ● Classroom and School Walkthrough Data | ● _____ |
| ● Surveys | ● _____ |
| ● _____ | ● _____ |
| ● Parent Conferences or Meetings | ● _____ |
| ● _____ | ● _____ |
| ● Student Discipline Data (including Disproportionality) | ● _____ |

See page 25 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Low teacher turnover
- Parental involvement
- Weekly PLCs
- Student Safety
-
-
-
-
-
-
-

Needs

- Behavior interventions
- ISS
- Campus Committees
-
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Summary of Needs

- Staff at specific grades lack communication and collegiality amongst each other.
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Prioritization Tool



Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, high-quality staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Course/Class Completion, Grades, and Other Data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Recruitment and Retention Rates and Other Data
- Special Program Qualifications (Bilingual/ESL, Special Education, etc.)
- Staff Mobility/Stability
- Teacher Certification/Qualification [
- Teacher-Student Ratios
- Texas Teacher Evaluation & Support (TESS) and other Staff Effectiveness

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to achieve personal success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|----------------------------------|---------|
| • Professional Development Data | • _____ |
| • Retention Rates | • _____ |
| • Special Program Qualifications | • _____ |
| • Staff Mobility | • _____ |
| • Teacher-Student Ratio | • _____ |

See page 26 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly from the data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- High teacher retention rate
- 100% of K-3rd grade teacher have completed Reading Academy
- GT core trained teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Above average teacher-student ratio
- More bilingually certified teachers in _____
- Professional development for Pre-K 3-4 teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- There is a need to hire more bilingually certified teachers in Pre-K & Kindergarten.
- Reduce the number of teacher-student ratio.
- Professional development for Pre-K 3-4 teachers
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Prioritization Tool



Curriculum, Instruction, and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials available for a given course of study. These are aligned with the TEKS and other standards, incorporated into instruction and assessment processes.

Potential Data Types:

- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Enrichment Course/Class Materials
- Foundation Course/Class Materials
- High-Yield Strategies
- Instructional Design/Delivery
- Lesson Study/Delivery Process
- Scope and Sequence; Pacing Guide Focus Documents
- Standards-Based Curriculum Resources
- Student Misconceptions
- Student-Specific/Differentiated Strategies
- Technology

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|--|--|
| • Class, School, and Special Program Schedules | • Standards-Based Curriculum Resources and Materials |
| • Scope and Sequence; Pacing Guides; and Other Focus Documents | • Technology |
| • Common Benchmark Assessments and/or Other Assessments | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

See page 27 of the guide for probing questions related to Curriculum, Instruction and Assessment

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Technology
- Common Benchmark Assessments and/or Other Assessments
- Weekly PLCs
-
-
-
-
-
-
-

Needs

- Collaborative Horizontal and Vertical Alignment Processes
- Implementation of Blended Learning
- Foundational reading skills in grades K-3
- Foundational numeracy skills in grades K-3
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Summary of Needs

- There is a need for collaboration of horizontal and vertical team alignment
- Professional development and planning in blended learning.
- Professional development and planning in foundational reading and numeracy skills in grades K-3.
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Prioritization Tool



Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to how these stakeholders are informed, involved as partners in supporting the school community to maintain high expectations and high for all students.

Potential Data Types:

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership
- Parent Volunteer Information

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|---|------------------------------------|
| • Demographic Data | • Parent and Community Partnership |
| • _____ | • _____ |
| • Family and Community Participation Counts by Type of Activity | • _____ |
| • Mobility/Stability | • _____ |
| • Parent Volunteer Information | • _____ |

See page 28 of the guide for probing questions related to Parent, Family & Community Engagement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
 Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Communication with parents via different platforms
- Large group of parent volunteers (daily)
- Family engagement in school events
- Community Involvement
-
-
-
-
-
-

Needs

- Parental involvement for student achievement
-
-
-
-
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Summary of Needs

- School family initiatives need to be supported through literacy & numeracy goals
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Prioritization Tool



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Types:

- Communication: Formal and Informal
- Decision-Making Processes
- Duty Rosters
- Leadership: Formal and Informal
- Master Schedule
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- School Map and Physical Environment
- School Structure (Teaming, Looping)
- Supervision Structure
- Support Structures: Mentor Teachers

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and encouraged.
 Author Unknown

List the actual data sources reviewed below.

- | | |
|---|---|
| • <u>Communication: Formal and Informal</u> | • <u>Schedule for Student Support Services (Counseling, Social Work, Library, etc.)</u> |
| • <u>Duty Rosters</u> | • <u>School Map and Physical Environment</u> |
| • <u>Program Support Services (Extracurricular Activities, After School Programs, etc.)</u> | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

See page 29 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Communication: newsletter, calendars, all calls, social media, etc.
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Admin/support staff meetings
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Grade level & support staff meetings
- Organize student centered classrooms
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Teachers will organize and prioritize student-centered classrooms.
- Administration, support staff and grade level chairs will meet monthly to address needs, updates, and resources.
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- _____
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Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including secondary opportunities.

Potential Data Sources:

- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- Classroom Technology Needs by Area, Class, Department, etc.
- Leadership and Administrative Support Structures for Technology Implementation
- Professional Development/Teacher Preparation Needs in Technology
- Resource Allocations
- Technology Hardware and Software
- Technology Infrastructure, Network
- Technology Plan
- Technology Policies and Procedures

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. To ensure we are producing globally competitive students, we have to adapt to the world they will encounter.
Superintendent

List the actual data sources reviewed below.

- | | |
|--|-------------------|
| ● Assessment of Technology Skills for Students, Staff and Other Stakeholders | ● Technology Plan |
| ● Classroom Technology Needs by Area, Class, Department, etc. | ● _____ |
| ● Professional Development/Teacher Preparation Needs in Technology | ● _____ |
| ● _____ | ● _____ |
| ● Technology Hardware and Software | ● _____ |

See page 30 of the guide for probing questions related to Technology.

Findings/Analyses

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
 Look for patterns in the data that reveal trends or insights about the district/school. A brief statement of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority needs of the district/school.

Strengths

- Conducted a technology needs survey
- Majority of classroom teachers have a Clear Touch or Promethean board
- Each teacher has a wireless adapter
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Increase the number of Ipads in Pre K
- Improve typing skills for students
- Staff training on hardware & software
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Pre-K 3-4 teachers will receive Ipads to help support small group instruction.
- Teachers will receive ongoing professional development on technology software & hardware.
- Explicit typing lessons during technology specialty classes.
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Demographics

Reduce the number of teacher-student ratio

Need of improvement in foundational numeracy and literacy skills for special ed & EB students

Need of improvement on STAAR for special ed & EB populations

School Culture and Climate

Staff at specific grades lack communication and collegiality amongst each other.

Curriculum, Instruction, and Assessment

There is a need for collaboration of horizontal and vertical team alignment

Professional development and planning in blended learning.

Professional development and planning in foundational reading and numeracy skills in grades K-3

School Context & Organization

Teachers will organize and prioritize student-centered classrooms.

Administration, support staff and grade level chairs will meet monthly to address student needs,

Needs Assessment Summary of Priority Needs

Student Achievement

Foundational reading skills need improvement across K-3rd
Foundational reading skills need improvement across K-3rd
Increase the number of special ed. students scoring Approaches on STAAR
Increase the number of EB students scoring Meets on STAAR
Increase the number of students scoring Advanced and Advanced High on TELI

Staff Quality, Recruitment, and Retention

There is a need to hire more bilingually certified teachers in Pre-K & Kindergarten
Reduce the number of teacher-student ratio.
Professional development for Pre-K 3-4 teachers

Parent, Family & Community Engagement

School family initiatives need to be supported through literacy & numeracy gc

Technology

Pre-K 3-4 teachers will receive Ipad to help support small group instruction.
updates, and res. Teachers will receive ongoing professional development on technology software

Explicit typing lessons during technology specialty classes.

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