

Weslaco Independent School District
North Bridge Elementary
2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Bridge Elementary is located in Weslaco, Texas. It is one of ten elementary schools in Weslaco ISD. The campus is surrounded by government housing assistance apartments where some of our students reside. The student population at North Bridge Elementary is approximately 765 and serves students in grades PK through 5th. According to the PEIMS Data Review, our campus profile consists of: 98% Hispanic population, 80% At-Risk, 96% Economically Disadvantaged, and 40% Bilingual.

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

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

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

Demographics Strengths

At North Bridge Elementary:

- Attendance rate is 97.2%
- 36% of EL population showed growth on the TELPAS composite score
- 50% of 3rd - 5th students scored Meets or higher GL Standard in Mathematics
- 44% of 3rd - 5th students scored Meets GL Standard overall.
- 6 out of 6 Academic Distinctions
- 75% classroom teachers are Bilingual Certified
- READ program is hosted on an annual basis
- Students participate in extracurricular activities such as Student Clubs, Student Ambassador, Student Council, Robotics, and Academic UIL.

- Students are given the opportunity to interview and take leadership roles such as: Master of Ceremony, Greeter (Classroom and Campus), Culinary Leader, News Anchor Team through the Leader in Me program.

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3: Non-Continuously Enrolled population met 50% of Domain III target indicators. **Root Cause:** Identified students lack foundational reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

Student Academic Achievement

Student Academic Achievement Summary

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

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

Students	All	Hispanic	Eco Dis	EL	SPED	GT
Approaches	84%	84%	81%	82%	43%	100%
Meets	50%	49%	33%	39%	14%	100%
Masters	26%	26%	12%	19%	0%	57%
5th Science						
Approaches	77%	78%	78%	69%	57%	100%
Meets	49%	48%	49%	41%	0%	86%
Masters	24%	23%	23%	10%	0%	57%

Student Academic Achievement Strengths

- North Bridge Elementary received a "B" Rating in our Texas Academic Performance Report in 2019.
- North Bridge Elementary received 6 out of 6 Distinctions in the Texas Academic Performance Report in 2019.
- 50% of our 3rd - 5th graders scored a Meets GL Standard in Mathematics.
- 39% of our 3rd - 5th graders scored a Meets GL Standard in ELA/Reading.
- 49% of our 5th graders scored a Meets GL Standard in Science.
- Currently, we are starting the 4th year of the Leader in Me process.

Problem Statements Identifying Student Academic Achievement Needs

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

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

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundational reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events.

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

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

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teachers' years of service
- Teachers with graduate degrees

- ELPS LIAG trained teachers
- Bilingual Certified Teachers
- GT Core Trained Teachers
- Common Sense School

Problem Statements Identifying School Processes & Programs Needs

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

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

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundation reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

Perceptions

Perceptions Summary

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

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

The initiatives are:

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 3: 0% of our Special Education population failed to meet the target indicators. **Root Cause:** Identified students lack foundation reading, math, writing, and science skills due to lack of planning and coordination between special education and general education teachers.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Student Academic Achievement

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

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

Problem Statement 3 Areas: School Processes & Programs

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

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

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Goals

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





Performance Objective 1: 80% of the students will demonstrate an "Approaches", 50% "Meets" and 25% "Masters" on the Science STAAR .

Evaluation Data Source(s) 1: Benchmarks, CBA's, Monitor Weekly lessons, 2020 STAAR results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reinforce and improve Science vocabulary through Resources such as: FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science Countdown to Science Science Fast Focus StemScopes Brain Pop	2.4, 2.5, 2.6	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Incorporate lab material and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes		Science Strategist Campus Administration Campus CIF	Performance on Science Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
3) Students will be given the opportunity to compete with a Science Fair Project: Pre-K thru 2nd Grade - Campus Level Competition 3rd thru 5th- District Level Competition Certificates Ribbons		Science Strategist Campus Administration Campus CIF	Performance on Science Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
4) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program. UTRGV Science Department Mole Day chemicals and instructional planning, Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events.	2.4, 2.5, 2.6	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				
5) Extended day and Saturday School will be provide for students in 5th grade Science.		Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Edusmart Science and STAARsmart (K-12) DigitalSubscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies. Build student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities	2.4, 2.6	Science Strategist CIF Science Teacher	Improved performance for all populations on CBAs, Benchmarks, and STAAR.				
7) FOSS Science Kits and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles.	2.4	Campus Administration Science strategist Grade level Chair	Improved performance for all populations on benchmarks and STAAR.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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





Performance Objective 2: 90% of the students will demonstrate an "Approaches", 50% "Meets" and 25% "Masters" on the Math STAAR .

Evaluation Data Source(s) 2: District Math Test & CBAs, Monitor Weekly lessons, Teacher Made Test, 2020 STAAR results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.		Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
2) Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates McMaticians (McDonald's)		Administration Teachers CIF Math Strategist	PFormative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores				
3) In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.		Administration Teachers CIF Math Strategist	Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks Summative STAAR Scores Critical				
Funding Sources: Title 1, Part A - 87723.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Utilize the use of Sharon Wells Math Progress with 2nd-5th grade students	2.4, 2.5, 2.6	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments *District benchmarks *STAAR				
Funding Sources: Title 1, Part A - 776.00							
TEA Priorities Recruit, support, retain teachers and principals 5) Extended day and Saturday School will be provide for students in Math grades 3rd-5th. (Snacks will be provided)	2.4, 2.5, 2.6	Administration Classroom Teachers	Improved performance for all populations on benchmarks and STAAR				
6) Students in 3rd to 5th grade will increase their math comprehension through use STAAR Resources such as but not limited to: Countdown to Math, Motivational Math, Step Up to Math, Math Warm-Up, Fast Focus, Ultimate Math Workbook and STAAR Master	2.4, 2.5, 2.6	Administration Teachers	Math Strategist Formative Benchmarks and CBAs Summative STAAR Scores				
7) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: Utilize the following technology resources to access district curriculum components: Think Through Math, Reasoning Minds (K-2nd), Imagine Math, MyOn, Brain Pop, Reflex Math, Educational Galaxy, Moose Math, Envision Math Pearson, TEKS Resource System and Lead4Ward as additional technology resources for classroom teachers as well as any other applications or resources.	2.4, 2.5, 2.6	Math Strategist Campus Administration Math Teachers	Increased performance of students on assessment on assessments District Benchmarks, CBA's and STAAR				
8) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics * Differentiating Instruction *Math Tasks *Number/Math Talks	2.4, 2.5	Campus Administration Math Strategist	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need *Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth) Colorbands	2.4, 2.6	Math Strategist Campus Administration	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
10) Material will be provided to check student data (benchmarks) for Math.	2.4, 2.6	Campus Administration Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





Performance Objective 3: 85% of the students will demonstrate an "Approaches", 50% "Meets" and 22% "Masters" on the Reading STAAR .

Evaluation Data Source(s) 3: 2020 Reading STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie SIPPS Pearson Adopted Textbooks Mentoring Minds (Reading) Scholastic Readers		Teachers Campus CIF Campus Principal	Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs				
	Funding Sources: State Comp Ed (SCE) - 25623.00						
2) Implement an AR Program for students 1st thru 5th grade. Field Trip Record Progress Biweekly AR celebrations		CTC Classroom Teachers Campus CIF	Student Product Lesson Plans TPRI TELPAS STAAR TEST				
3) Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc.		CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test				
	Funding Sources: State Comp Ed (SCE) - 12891.19						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR booklets such as but not limited to: Countdown to Reading, Fast Focus Reading, Motivational Reading, and STAAR Master		Campus CIF Teachers	Lesson Plan Walkthroughs STAAR Test				
5) Participate in Spelling Bee		Campus CIF Campus Principal	Student Product				
Purchase rewards and ribbons	Funding Sources: General Fund - 300.00						
6) Plan and participate in events such as: District Literacy Night Campus Family Night		Campus CIF Campus Principal	Sign Out Documentation Parent Sign In				
7) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need *Curriculum Based Assessments *Benchmarks *Online Program-Istation *Colorbands	2.4, 2.5	Reading Strategist Campus Administration Teachers	Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR.				
	Funding Sources: Title 1, Part A - 39173.00						
8) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary.	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Provide staff development for teachers on implementation of aligned reading strategies and resources. MYON Istation Guided Reading- Benchmark Assessment IRI Writing Academy SIPPS	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
	Funding Sources: State Comp Ed (SCE) - 86894.00						
10) Provide extended day and Saturday school for students in grades 3rd -5th in the area of Reading.. (Snacks will be provided)	2.4, 2.5, 2.6	Campus Administrators Teachers	Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
11) Students in 3rd to 5th grade will increase theirReading comprehension through the use ofSTAAR resources such as but not limited to: Countdown to Reading, Motivational Reading , Kamico STAAR Connection for Reading and, Forde-Ferrier STAAR Reading, Scholastic Storyworks, STAAR Ready Reading and,Quill Org. Education , and STAAR Master.	2.4, 2.6	Campus Administration Teachers ELAR Reading Strategist	Performance on the Reading assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
	Funding Sources: State Comp Ed (SCE) - 78435.00						
12)) Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Spelling, including fluency, comprehension, and vocabulary.	2.4, 2.6	Campus Administrators Teachers	Performance on the Reading assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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

Performance Objective 4: 80% of the students will demonstrate an "Approaches", 40% "Meets" and 22% "Masters" on the Writing STAAR.

Evaluation Data Source(s) 4: District CBAs, Benchmarks, STAAR Writing Scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Writing Academy: 4 day training. Teachers will learn new strategies that will assist in teaching, practicing, and reinforcing grammar objectives. Teachers will also receive training on expository writing techniques. Strategies will include a variety of differentiated strategies that will reach all learners with an emphasize on students who are at-risk of failing. 2nd grade teachers will attend Writing Academy training on Editing and Revising strategies.	2.4, 2.6	Principal CIF Teachers CIF will closely monitor teachers through observations in order to determine if stratgies taught are being used in class.	Students will have multiple learning opportunities which will positively impact comprehension. This will result in higher writing scores. Benchmarks and CBAs STAAR Scores				
2) Fourth Grade Students will participate in Writing camps to enhance their grammar and editing techniques that will be applied on the STAAR test.		Administration Teachers	Increased STAAR scores in 4th Grade Writing				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Implement an organizational frame work for teaching writing and facilitate opportunities for staff development. -Writing across the Curriculum through Write to learn strategies. -Reading and writing connections through the Write Time for Kids Curriculum -Study Island(Edmentum) -TEKS Resource System -Abydos Three Week Institute -Abydos Recertification for Trainers Writing Academy . The implementation of "What a Writer" for 4th grade students and Author of the Month for PreK-5th.		Administration Teachers	Writing in TELPAS and STAAR				
4) Students in 3rd to 5th grade will increase their Writing comprehension through the use of STAAR resources such as but not limited to: Motivational Writing, Kamico STAAR Connection Writing, Forde-Ferrier STAAR Writing, STAAR Ready Writing.	2.4, 2.6						
5) Fourth grade students will enhance their writing skills with the use of dictionaries and thesaurus.	2.4, 2.6	Administration Teachers	Improved Scores in CBAs, Benchmarks, and STAAR Writing.				
6) Promote writing across all grade levels. What-a-Writer (4th grade) Writer of the Month (K-5th) Quick Write block time (K-5th) Writing Camp (4th grade)		Administration Teachers	Improved Scores in CBAs, Benchmarks, and STAAR Writing.				
7) Provide extended day and Saturday school for students in grade 4 in the area of Writing.	2.4, 2.5, 2.6						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 5: 90% of all identified gifted and talented students will score at Masters Grade level in at least 2 content areas of STAAR.

Evaluation Data Source(s) 5: CBA's , Benchmarks, 2020 STAAR Assessment in all Subject Areas

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.		Administration Teachers	Masters level in at least 2 areas. Improved STAAR, CCRS				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 6: By the end of the 2019-2020 school year, the percentage of EL students who score at the approaches level on STAAR Reading will be 80% and 55% in Writing.

Evaluation Data Source(s) 6: 2019-2020 CBA's, Benchmarks, Writing and Reading STAAR Scores

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques		Administration Teachers	Establish strong academic vocabulary foundation for ELL success				
2) Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.		Campus Administration Classroom Teacher Counselors	Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 7: 50% or more of 3rd - 5th Grade Special Education North Bridge students will demonstrate an "Approaches" performance on the 2020 STAAR.

Evaluation Data Source(s) 7: 2019-2020 CBAs, Benchmarks, STAAR Data

Summative Evaluation 7:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -ELPS and Liag Training -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System		Administration Teachers	Improvement in overall content area assessment				
	Funding Sources: Title 1, Part A - 39608.00						
2) Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.		Sp Ed. Department/ Strategist Campus Administration Teachers	Improvement in overall content area assessment				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 8: North Bridge Elementary students will participate in the supplemental instructional activities and support services as required by Title 1, Part C Migrant Education Program(MEP).

Evaluation Data Source(s) 8: PBMAS Report

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Migrant students will utilize programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now		Administration Teachers Migrant Aide	Improved assessment results				
2) The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade		Administration Migrant Teacher Assistant Teacher	3 week progress reports Summative: 6 week progress report cards				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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





Performance Objective 9: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Source(s) 9: Istation
2020 Reading STAAR

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with: *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources		Librarian Campus Administration Campus CIF	Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Provide students and staff with electronic resources for reading. Accelerated Reader Tumblebooks MyOn Destiny Ebooks EPIC MackinVIA Region One-Library Database		Teachers Campus Library Staff District Library Staff	Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with unlimited amount of reading resources to be used at home and after school hours. (AR Board) Increased MyOn usage through contests and certificates (Top MyOn Readers) Improve STAAR Scores.				
Funding Sources: Title 1, Part A - 31063.00							
3) Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through: AR Six Weeks Celebrations Bulletin Showcase of Students Certificates Assemblies Field Trips		Librarian Campus Administration Campus CIF	Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
4) Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources		Librarian Campus Administration Campus CIF	Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Promote Reading with the use of events, such as: Seasonal and National Literacy Celebrations Book Fair-Scholastic National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week, and Author Visits Campus Literacy Night District Literacy Night Little Free Library		Campus Librarian Campus Administration Classroom Teacher	Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 10: All students will be given the opportunity to participate in Fine Arts clubs such as Dance Team and Art Club.

Evaluation Data Source(s) 10: Performances and Competitions.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.		Administration Fine Arts Teachers Fine Arts Coordinator	Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.				
2) Students will participate in the Art Club K-5th		Campus Administration Art Teacher	Successful at competitions through individual and group performance.				
3) Students will compete and have high level of success in UIL.		Campus Administrators Teachers	Successful at competitions through individual and group performance.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 11: By Spring 2020, attendance will improve to 98% perfect attendance of our student population and staff attendance will also improve by 10%.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips		Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
2) The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: Call home to parents(LVN) Send Letter Home Conference with teacher Conference with counselor		Human Resources Campus Attendance clerk LVN Campus CIF	Attendance District Report Daily Attendance Counts				
Funding Sources: State Comp Ed (SCE) - 32762.00							
3) Reward and recognize Perfect Attendance students for their achievements through: Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn		Attendance Clerk Campus Administration Campus CIF	Performance on Math and Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				



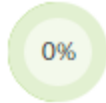

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 12: During the 2019- 2020 school year, 100% of all 3rd -5th grade students will participate in the Fitness gram.

Evaluation Data Source(s) 12: Fitness Gram

Summative Evaluation 12:





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

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

Performance Objective 1: North Bridge Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Evaluation Data Source(s) 1: The campus will receive an Advanced level in all 4 areas of the STAR CHART.

Summative Evaluation 1:



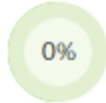

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) North Bridge staff will be provided with professional training on campus computer software programs, blended learning, edpuzzle, Google Apps and integration of technology in their daily lessons		Administration	Sign in sheets T-Tess Domains increased from previous year				
Funding Sources: State Comp Ed (SCE) - 94808.00							
2) Students in Pre-kinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chromebooks, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminators, scanners, and mounted projectors.		Administration Teacher	Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards				
3) The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, laptops, light bulbs, software, ELMO/projectors and toner for printers		Administration CTC Teacher					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: 100% of North Bridge Elementary students and staff will complete Internet Safety training using the Common Sense Media

Evaluation Data Source(s) 2: Completion of required lessons and certificates

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will complete lessons in order to ensure students are well informed and understand what Common Sense Media is.		Principal Teachers CIF					
2) Provide Training for Security Guard on Security Camera System, such as: Spiked Company Monitor with use of cameras Zoom In/Out Print Off the Camera System		Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
3) Security Guard monitors camera system as needed: Intruders Monitors drop off/ pick off areas Inside Campus Activities Outside Campus Activities Locating students/ staff Investigations when needed		Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Nursing Staff, Security Guard and Special Ed. personnel will be train in CPR/AED/First Aid/CPI.

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Nursing Staff, Security Guard, Special Ed. personnel training in CPR, AED, First Aid & CPI.		Campus Administration Nurse Coordinator Melissa Escalon	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI				
Funding Sources: Title 1, Part A - 40453.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Entire campus will practice various drills in case of an emergency arises, such as: Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow		Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
2) Safety Plans are placed at the entrance of each classroom and doors: Evacuation Plan Map of the Entire Campus with Exit guide Crisis Drills Code		Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Funding Sources: General Fund - 1714.28							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week Drop Out Prevention Attendance Clerk Dyslexia Program 504 Program RTI Career Day ACE After School Program Clubs- Robotic, Spelling Bee, UIL Leader In Me	2.4, 2.6, 3.1, 3.2	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
2) The students will have lessons about the negative effects of substance abuse/violence with the use of: Red Ribbon Week Just Say No To Week		Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>							

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

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

Evaluation Data Source(s) 1: Sign-In's Annual Health Fair and Volunteer Logs

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair)		Campus Administrators Community Aide Counselors Teachers	When parents are engaged and participates in campus activitie				
Funding Sources: Title 1, Part A - 71056.00							
2) Provide parents training and resources on topics that will assist them on how to help their children at home with academics and social skills, such as: HEB Reading 3 Program PASOS- Home Skills Bullying and Drug Prevention The Leader In Me Mental Health Awareness	2.6, 3.1, 3.2	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2: Attendance records, grades, and teacher input

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) North-STAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Sign In Sheets Volunteer List Back Ground Check				
	Funding Sources: State Comp Ed (SCE) - 53724.00						
2) Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.		Teacher Principal CIF Secretary Media Aide Attendance Clerk	Sign In Sheets Volunteer List Back Ground Check				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality researched -based professional development and continuous support for all employees.

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

Evaluation Data Source(s) 1: Eduphoria and sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction		Central Office Strategies/ Department Campus CIF Campus Principal	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				
2) Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.		Administration Teachers District Content Strategists	Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.		Administration Teachers CTC	Teachers District Content Strategists Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR Grade Level Meetings				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reinforce and improve Science vocabulary through Resources such as: FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science Countdown to Science Science Fast Focus StemScopes Brain Pop
1	1	2	Incorporate lab material and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes
1	1	3	Students will be given the opportunity to compete with a Science Fair Project: Pre-K thru 2nd Grade - Campus Level Competition 3rd thru 5th- District Level Competition Certificates Ribbons
1	2	1	Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer, etc.
1	2	2	Reward and recognize the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates Mathematicians (McDonald's)
1	3	1	Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie SIPPS Pearson Adopted Textbooks Mentoring Minds (Reading) Scholastic Readers
1	3	3	Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc.
1	3	4	Students in 3rd to 5th grade will increase their reading comprehension and writing ability through use STAAR booklets such as but not limited to: Countdown to Reading, Fast Focus Reading, Motivational Reading, and STAAR Master
1	3	5	Participate in Spelling Bee Purchase rewards and ribbons
1	3	6	Plan and participate in events such as: District Literacy Night Campus Family Night
1	5	1	General education teachers will collaborate with GT teacher to desegregate assessment data to monitor progress and ensure GT students are making the gains necessary for Meets and Masters levels.
1	6	1	Implement LIAG and SIOP model strategies to help ELL students. *Small group discussion *peer tutoring *Use of graphic organizers *Vocabulary instruction *Questioning techniques *Lab based lessons *Scaffolding techniques

Goal	Objective	Strategy	Description
1	6	2	Meet with teachers to monitor ELL placement, academic progress, grades and benchmark scores to recommend appropriate interventions.
1	7	1	All special education teachers will receive staff development in all areas including, but not limited to; -Sharon Wells -Herman Method -ELPS and Liag Training -Kurzweil -SIPPS -Imagine Math -Reflex Math -Reasoning Mind -Writing Academy -TEKS Resource System
1	7	2	Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.
1	8	1	All Migrant students will utilize programs to increase student performance. Imagine Learning Weslaco Empowered Solutions Snowflake Kinder Music Playstation for Phonics Plato Achieve Now
1	8	2	The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade
1	9	1	Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The library will also provide teacher with: *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources
1	9	2	Provide students and staff with electronic resources for reading. Accelerated Reader Tumblebooks MyOn Destiny Ebooks EPIC MackinVIA Region One-Library Database
1	9	3	Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through: AR Six Weeks Celebrations Bulletin Showcase of Students Certificates Assemblies Field Trips
1	9	4	Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources
1	9	5	Promote Reading with the use of events, such as: Seasonal and National Literacy Celebrations Book Fair-Scholastic National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week, and Author Visits Campus Literacy Night District Literacy Night Little Free Library
1	10	1	The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.
1	10	2	Students will participate in the Art Club K-5th
1	10	3	Students will compete and have high level of success in UIL.
1	11	1	The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips

Goal	Objective	Strategy	Description
1	11	2	The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: Call home to parents(LVN) Send Letter Home Conference with teacher Conference with counselor
1	11	3	Reward and recognize Perfect Attendance students for their achievements through: Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn
4	1	1	Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction
4	1	2	Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.
4	1	3	Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.

State Compensatory

Budget for North Bridge Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,400.00
164.11.6119.27.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$84,122.00
164.13.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,949.00
164.11.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6129.00.112.8.34	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.12.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,077.00
164.23.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,601.00
164.33.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$25,008.00
164.11.6141.00.112.8.30	6141 Social Security/Medicare	\$832.00
164.11.6141.00.112.8.34	6141 Social Security/Medicare	\$263.00
164.11.6141.27.112.8.30	6141 Social Security/Medicare	\$3.00
164.12.6141.00.112.8.30	6141 Social Security/Medicare	\$277.00
164.13.6141.00.112.8.30	6141 Social Security/Medicare	\$1,101.00
164.23.6141.00.112.8.30	6141 Social Security/Medicare	\$284.00
164.33.6141.00.112.8.30	6141 Social Security/Medicare	\$363.00
164.23.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.11.6142.00.112.8.30	6142 Group Health and Life Insurance	\$3,853.00
164.11.6142.00.112.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.112.8.30	6143 Workers' Compensation	\$171.00
164.11.6143.00.112.8.34	6143 Workers' Compensation	\$54.00
164.11.6143.27.112.8.30	6143 Workers' Compensation	\$253.00
164.12.6143.00.112.8.30	6143 Workers' Compensation	\$57.00
164.13.6143.00.112.8.30	6143 Workers' Compensation	\$228.00
164.23.6143.00.112.8.30	6143 Workers' Compensation	\$59.00
164.33.6143.00.112.8.30	6143 Workers' Compensation	\$75.00
164.11.6145.00.112.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.112.8.34	6145 Unemployment Compensation	\$16.00
164.11.6145.27.112.8.30	6145 Unemployment Compensation	\$76.00
164.12.6145.00.112.8.30	6145 Unemployment Compensation	\$17.00
164.13.6145.00.112.8.30	6145 Unemployment Compensation	\$68.00
164.23.6145.00.112.8.30	6145 Unemployment Compensation	\$18.00
164.33.6145.00.112.8.30	6145 Unemployment Compensation	\$23.00
164.11.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,534.00
164.11.6146.00.112.8.34	6146 Teacher Retirement/TRS Care	\$408.00
164.11.6146.27.112.8.30	6146 Teacher Retirement/TRS Care	\$3,552.00
164.12.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$429.00
164.13.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,709.00
164.23.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$441.00
164.33.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$813.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6100 Subtotal:
		\$380,270.00
6200 Professional and Contracted Services		
164.13.6219.57.112.8.30	6219 Professional Services	\$405.00
		6200 Subtotal:
		\$405.00
6300 Supplies and Services		
164.11.6399.00.112.8.30	6399 General Supplies	\$18,750.00
		6300 Subtotal:
		\$18,750.00

Personnel for North Bridge Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Mercedes Yanez	Campus Instructional Facilitator	North Bridge Elementary School	1
Gina Gonzalez	Instructional Aide (Pre-K)	North Bridge Elementary School	1
Juanita Cardoza	Reading Interventionist Teacher	North Bridge Elementary School	1
Julie Meza	LVN	North Bridge Elementary School	1
Lizzet Cardenas	At Risk Attendance Clerk	North Bridge Elementary School	1
Maria E. Trevino	Technology Instructional Coach	North Bridge Elementary School	1
Priscilla Mariscal	Media Aide	North Bridge Elementary School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus improvement plan was reviewed with committee on October 8, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is developed annually by a committee that includes parents and teacher.

3.2: Offer flexible number of parent involvement meetings

Meetings are held throughout the year at the campus level.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Martinez	Technology Aide		
Jesse Villareal	Parent Specialist		
Nidia De Los Santos	Campus Instructional Facilitator		
Salvador Rodriguez	Instructional Aide Special Education		
Vacancy	Library Aide		

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Daniel Budimir	
Administrator	Nidia De Los Santos	
Classroom Teacher	Melissa Balderrama	Teacher
Classroom Teacher	Mario Castillo	Teacher
Classroom Teacher	Erica Garcia	Teacher
Classroom Teacher	Liza Garcia	Teacher
Classroom Teacher	Cynthia Saenz	Teacher
Classroom Teacher	Maria Reyes	Teacher
Non-classroom Professional	Carolyn Donalson	Professional Support Staff

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aide	164.11.6129.00.112.9.34	\$25,623.00
1	3	3			\$1,641.19
1	3	3	General Supplies	164.11.6399.00.112.9.30	\$11,250.00
1	3	9	CIF Salary	164.13.6119.00.112.9.30	\$86,894.00
1	3	11	Reading Interventionist Salary	164.11.6119.00.112.9.30	\$67,070.00
1	3	11	Instructional Mentor	164.11.6129.58.112.9.30	\$11,365.00
1	11	2	LVN Salary	164.33.6129.00.112.9.30	\$32,762.00
2	1	1	CTC Salary	164.11.619.27.112.9.30	\$94,808.00
3	2	1	Attendance clerk salary	164.23.6129.00.112.9.30	\$27,135.00
3	2	1	Media clerk Salary	164.12.6129.00.112.9.30	\$26,589.00
Sub-Total					\$385,137.19
Budgeted Fund Source Amount					\$417,452.00
+/- Difference					\$32,314.81
Grand Total					\$385,137.19