

Weslaco Independent School District

Memorial Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Top 25% Student Progress

Postsecondary Readiness



Mission Statement

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

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

Always do the right thing

Determined to finish strong

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2017, the total student population was 900 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary is in its third year as a Leader in Me School. As a district initiative, the 7 Habits of Happy Kids are practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the habits are seen suspended from the ceiling and clearly posted on the front doors.

The student population is 95% Hispanic and 5% White. Other demographic information includes students in Special Education (9%), Migrant (1%), LEP (12%), and Gifted and Talented (6%).

According to the most recent 2015-2016 TAPR, teachers serving this school are 85% Hispanic, beginning teachers account for 7.4% years experience, 1-5 years teachers account for 3.8%, teachers with 6-10 years experience account for 23%, 11-20 years account for 44% of teachers, and teachers with over 20 years experience account for 22%. The average years of overall experience is 14.7 years about the same as school district average.

Demographics Strengths

- Attendance rate for the 2016-2017 school year was 97.1%, meeting the state goal of 97%.
- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned four out of six distinctions on the Spring 2017 STAAR Assessment (ELA/Reading, Math, Student Progress, and Post Secondary)
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.
- Students are encouraged to participate in extracurricular activities such as Cheerleading, Robotics, Recycling club, and UIL.

Problem Statements Identifying Demographics Needs

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

awareness, fluency, vocabulary, and comprehension).

Student Academic Achievement

Student Academic Achievement Summary

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

2016-2017 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

All Students	Hispanic	Special Ed.	Econ. Disadv.	ELL
All Subjects 2017 - 84%	All Subjects 2017 - 83%	All Subjects 2017 - 45%	All Subjects 2017 - 79%	All Subjects 2017 - 79%
Reading 2017 - 85%	Reading 2017 - 84%	Reading 2017 - 40%	Reading 2017 - 80%	Reading 2017 - 84%
Math 2017 - 88%	Math 2017 - 88%	Math 2017 - 55%	Math 2017 - 85%	Math 2017 - 82%
Writing 2017 - 74%	Writing 2017 - 73%	Writing 2017 - 44%	Writing 2017 - 66%	Writing 2017 - 57%

Science 2017 - 77%	Science 2017 - 76%	Science 2017 - 31%	Science 2017 - 71%	Science 2017 -70%
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Student Academic Achievement Strengths

Memorial Elementary ELL students showed great improvement on Science STAAR scores (34 point increase).

Memorial Elementary showed improvement on Science STAAR scores (9 point increase).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Economically disadvantage and ELL students have a pass rate in the writing less than 70% **Root Cause:** The lack of a consistent and uniformed writing program.

Problem Statement 2: Only 40% of special education students passed the reading STAAR test. **Root Cause:** The lack of inclusion services for special education students and the lack of training in reading for our special education teachers.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By Spring 2018, the number of students who score 70% or better on the Social Studies CBAs will increase from the Spring 2017.

Evaluation Data Source(s) 1: CBA Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Strategy 1: Effective Reading Strategies in Social Studies		Campus Administration Social Studies Strategist	Improved performance for all populations on CBAs and benchmarks.				
	Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00						
Critical Success Factors CSF 1 2) Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities.		Social Studies Teachers Administrators Social Studies Strategist	Improved performance for all populations on CBAs, and benchmarks				
	3) Integrate the application of technology to promote a blended learning environment in social studies classrooms through various programs: Envision Social Studies-Pearson		Administrators	Increased performance of students on assessments: CBAs District Benchmarks			







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: By Spring 2018, the number of students who score at the Approaches Level on the Science STAAR assessment will increase from 77% in Spring 2017 to 85% in Spring 2018.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) FOSS kits and Student textbooks (K-5)</p> <p>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science library activities.</p>		<p>Science Teachers Science CIF Administrators Science Strategist</p>	Improved performance for all populations on CBAs, benchmarks, and STAAR				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) STEMScopes (K-5) Digital Subscription</p> <p>Digital science curriculum supplement Multiple 5E resources per TEKS</p>		<p>Science Teachers Science CIF Administrators Science Strategist</p>	Improved performance for all populations on CBAs, benchmarks, and STAAR				
<p>Critical Success Factors CSF 1</p> <p>3) Support the implementation of the TEKS Resource System including alignment, instruction, and assessment through Professional Learning Communities.</p>		<p>Science Teachers Science CIF Administrators Science Strategist</p>	Improved performance for all populations on CBAs, benchmarks, and STAAR				
Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Professional Learning Communities</p> <p>Meet once every six weeks to develop lessons and activities</p>		<p>Science Teachers Science CIF Administrators</p>	Improved performance for all populations on CBAs, benchmarks, and STAAR				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Integrate the application of technology to promote a blended learning environment in science classrooms through various programs: STEMScopes</p>		Administrators	Increased performance of students on assessments: CBAs District Benchmarks STAAR				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: By Spring 2018, the number of students who score at the Approaches Level on the Math STAAR assessment will increase from 88% in Spring 2017 to 95% in Spring 2018.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5)</p>	1	Math CIF Campus Administration	Increased performance of students on assessments CBAs Benchmarks STAAR				
Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Integrate the application of technology to promote a blended learning environment in Math classrooms through various programs:</p> <p>*Envision Math-Pearson *Reasoning Mind *Reflex Math *Imagine Math (Formerly TTM)</p>	1	Math CIF Campus Administration	Increased performance of students on assessments CBAs Benchmarks STAAR				
<p>Critical Success Factors CSF 1</p> <p>3) Allocate supplemental resources to support math instruction and assessments reviews</p> <p>*Kamico STAAR Connection Developmental Series *Fast Focus</p>	1	Math CIF Campus Administration	Increased performance of students on assessments CBAs Benchmarks STAAR				
<p>4) Monitor student performance including subgroups through the disaggregation of assessment data during PLC meeting to identify areas of need</p>		Math teachers Math CIF Administration	Improve performance of students on assessments CBAs Benchmarks STAAR				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: By Spring 2018, the number of students who score at the Approaches Level on the Reading STAAR assessment will increase from 85% in Spring 2017 to 90% in Spring 2018. By Spring 2018, the number of students who score at the Approaches Level on the Writing STAAR assessment will increase from 74% in Spring 2017 to 80% in Spring 2018.

Evaluation Data Source(s) 4: STAAR Data

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses phonics, phonological awareness, shared reading, guided reading, independent reading, fluency, comprehension, and vocabulary, writing, grammar/mechanics, spelling, and handwriting.		ELAR CIF Principal ELAR Strategist	Improved performance on the Reading and Writing assessments will improve. CBAs, Benchmarks, STAAR assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00						
<p align="center">Critical Success Factors CSF 1</p> 2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development. * Writing Across the Curriculum through Write Time for Kids * Abydos Three Week Institute		ELAR CIF ELAR Strategist Administration	Improved performance on writing assessments will improve. CBAs Benchmarks STAAR Assessments Writing Prompts Spelling Assessments				
	Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00						
<p align="center">Critical Success Factors CSF 1</p> 3) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessments through the Professional Learning Communities (K-5)		Administration ELAR Strategist	Improved performance on reading and writing assessments will improve. CBAs Benchmarks STAAR Assessments				
	Funding Sources: General Fund - 0.00, State Comp Ed (SCE) - 0.00						

<p align="center">Critical Success Factors CSF 1</p> <p>4) Integrate the application of technology to promote a blended learning environment in Language Arts classrooms through various programs: Read Works Digital Education Galay Kahoot Think Central Google Classroom Socrative Story Bird Reading A-Z MyOn Istation Tess Teach Brain Pop Jr. Quizlet MyOn Newslea Ted Ed.</p>	1	Teachers Administrators Campus CTC	Improved performance on reading and writing assessments will improve. CBAs Benchmarks STAAR Assessments				
	<p>Funding Sources: State Comp Ed (SCE) - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: Memorial Elementary will provide students with opportunities to become aware of college and career opportunities. Memorial Elementary will provide students with opportunities to become aware of drug prevention and anti-bullying strategies.

Evaluation Data Source(s) 5: Brochures
Flyers

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement career and college readiness activities: Career Day University T-shirt Day every Thursday</p>	1, 2, 10	Counselors Teachers	Students will become aware of various careers and college options				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Conduct a Leadership Rally</p>	1, 2, 10	Counselors	Students will become aware of the importance of higher education and college options				
<p>3) Conduct a Just Say No Assembly to kick off Just Say No Week</p>	1	Counselors	Students will become aware of the meaning and the reason of Just Say No Week				
<p>Critical Success Factors CSF 6</p> <p>4) Implement drug prevention activities: Red Ribbon Week Just Say No Week activities and speakers D.A.V.E. Lessons</p>	1, 2	Counselors	Students will become aware of the consequences of drug use and alternatives to drug use.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Create an anti-bullying environment by providing lessons on anti-bullying and Leader in Me lessons.</p>	1	Counselors Teachers	Students will learn and understand The Seven Habits of Happy Kids				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>6) Provide counseling services and guidance lessons for K-5th grade students.</p>	1, 2, 4, 8	Counselors	Students will become aware of strategies and techniques they can learn and implement during stressful situations.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress




= Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: By Spring 2018, the number of ELL students who score at the Approaches Level on all STAAR assessments will increase. In Reading it will increase from 84% in Spring 2017 to 88% . In Math it will increase from 82% in Spring 2017 to 85%. In Writing it will increase from 57% in Spring 2017 to 65%. In Science it will increase from 70% in Spring 2017 to 75%.

Evaluation Data Source(s) 6: STAAR Data

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement SIOP model strategies to help LEP students. Peer tutoring small group discussion use of graphic organizers vocabulary instruction questioning techniques lab based lessons scaffolding techniques		Teachers Administration Bilingual Director ELAR Strategist	Improve performance on all assessments of LEP students CBAs Benchmarks STAAR				
Funding Sources: State Bilingual/ESL - 0.00							
							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: By May 2018, all identified dyslexic students will read on grade level.

Evaluation Data Source(s) 7: Comply with the Texas Dyslexia Handbook

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement an Orton-Gillingham intervention program with fidelity.	1, 3, 4, 8, 10	Dyslexia Teacher Campus Administration Dyslexia Coordinator	Improved scores on CBAs, benchmarks, and STAAR				
<p>Critical Success Factors CSF 1 CSF 2</p> 2) Implement accommodations to assist students in the reading and writing for eligible students	1, 3, 8, 9, 10	Dyslexia Teacher General Ed Teacher Campus Administration Dyslexia Coordinator	Improved scores on CBAs, benchmarks, and STAAR				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 8: By Spring 2018, 100% of GT students (3rd-5th) will score masters level on all STAAR tests.

Evaluation Data Source(s) 8: STAAR Data

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor to ensure that 100% of classroom teachers have received training in the Nature and Needs Assessment of gifted students.		GT teacher CIF	All GT Students will be serviced by teachers that are in compliance with Texas State Plan. Teachers will know and understand how to meet the needs of GT students.				
2) Disaggregate data regarding the number of GT students receiving a Level III Advanced Academic Performance rating on STAAR.		GT Teachers CIF	Data will show an increase in students receiving Masters level on STAAR.				
3) Identify areas needing improvement and develop curriculum and engaging instructional support,		QUEST teacher GT teachers Administration	Areas will be identified and action plan will be put in place to achieve areas of improvements.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: By Spring 2018; 100% of K-2nd grade migrant students will be reading on grade level. By Spring 2018, 100% of migrant students (3rd-5th) will pass all STAAR tests.

Evaluation Data Source(s) 9: IRI, Istation, Benchmarks, and STAAR

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide tutoring in Reading during the regular school days.	3, 4, 7, 8, 9, 10	Migrant Specialist General Teacher Facilitator	Improved guided reading levels Increase lexile number Istation Results IRI CBAs Benchmarks				
				Funding Sources: Title I, Part C - 0.00			
2) Students will use Plato Web Learning and the LightSpan Program during Migrant Lab time to improve reading skills.	1, 4, 7, 8, 10	Migrant Specialist Facilitator District Migrant Coordinator	Increase lexile number Istation Results IRI CBAs Benchmarks				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 10: The Fine Arts Department will increase student participation.







Evaluation Data Source(s) 10: Choir rosters

Programs

UIL rosters

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The music department will perform at school events and programs such as: Veterans' Day Program 911 Program Diez y Seis de septiembre Program Christmas Program Talent Show		Music teacher	Students will be successful during performances.				
2) Students will compete and have a high level of success through UIL		UIL coordinator UIL Coaches	Students will be successful at UIL competitions.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 11: To assist all students with proper library resources, materials, and aligned classroom and library curriculum in order to ensure student academic success.

Evaluation Data Source(s) 11: Library Circulation Statistics

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level.	1	Library Staff Teachers Administration	Increase in scores on CBAs, benchmarks, IRIs and STAAR				
2) Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading.	1	Library Staff Teachers Administration	Students will become better readers and become life long readers.				
							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 12: 100% of students will participate in Physical Education

Evaluation Data Source(s) 12: Lesson Plans

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will attend PE classes with each of the three different coaches.		Administration PE Coaches	Students will become healthier.				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

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

Evaluation Data Source(s) 1: Parent Surveys
Parent Advisory Council

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Remind 101, KWES and Facebook.</p>	1, 4, 6, 8, 9, 10	Principal Secretary Teachers	Parents will become informed and participate in their child's education.				
<p>2) Recruit and continue to implement a system for tracking parent participation by volunteer hours.</p>	1, 6, 7, 10	Parent Specialist	Increase the number of volunteers				


= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

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

Evaluation Data Source(s) 1: TAPR report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support.		Principal Bilingual Chairs	An increase in bilingual certified teachers				
2) Research and create a staff awards and incentive program		Administration	Retain teachers				
							

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

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

Evaluation Data Source(s) 2: Eduphoria and sign in sheets

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide mentors and induction training for new teachers.		Administration	Mentor assignment and mentor feedback				
2) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the campus.		Principal	Training records, documentation				

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

State Compensatory

Budget for Memorial Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.111.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,511.00
164.13.6119.00.111.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$80,476.00
164.11.6129.00.111.8.34	6129 Salaries or Wages for Support Personnel	\$23,896.00
164.11.6129.27.111.8.30	6129 Salaries or Wages for Support Personnel	\$58,526.00
164.12.6129.00.111.8.30	6129 Salaries or Wages for Support Personnel	\$61,277.00
164.33.6129.00.111.8.30	6129 Salaries or Wages for Support Personnel	\$33,886.00
164.11.6129.00.111.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6141.00.111.8.30	6141 Social Security/Medicare	\$424.00
164.11.6141.00.111.8.34	6141 Social Security/Medicare	\$346.00
164.11.6141.27.111.8.30	6141 Social Security/Medicare	\$950.00
164.12.6141.00.111.8.30	6141 Social Security/Medicare	\$367.00
164.13.6141.00.111.8.30	6141 Social Security/Medicare	\$1,167.00
164.33.6141.00.111.8.30	6141 Social Security/Medicare	\$491.00
164.11.6142.00.111.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.111.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.111.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.111.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.13.6142.00.111.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.111.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.111.8.34	6143 Workers' Compensation	\$72.00
164.11.6143.27.111.8.30	6143 Workers' Compensation	\$197.00
164.12.6143.00.111.8.30	6143 Workers' Compensation	\$184.00

164.13.6143.00.111.8.30	6143 Workers' Compensation	\$241.00
164.33.6143.00.111.8.30	6143 Workers' Compensation	\$102.00
164.11.6143.00.111.8.30	6143 Workers' Compensation	\$88.00
164.11.6145.00.111.8.30	6145 Unemployment Compensation	\$26.00
164.11.6145.00.111.8.34	6145 Unemployment Compensation	\$22.00
164.11.6145.27.111.8.30	6145 Unemployment Compensation	\$59.00
164.12.6145.00.111.8.30	6145 Unemployment Compensation	\$55.00
164.13.6145.00.111.8.30	6145 Unemployment Compensation	\$72.00
164.33.6145.00.111.8.30	6145 Unemployment Compensation	\$31.00
164.11.6146.00.111.8.30	6146 Teacher Retirement/TRS Care	\$658.00
164.11.6146.00.111.8.34	6146 Teacher Retirement/TRS Care	\$537.00
164.11.6146.27.111.8.30	6146 Teacher Retirement/TRS Care	\$2,089.00
164.12.6146.00.111.8.30	6146 Teacher Retirement/TRS Care	\$1,378.00
164.13.6146.00.111.8.30	6146 Teacher Retirement/TRS Care	\$1,811.00
164.33.6146.00.111.8.30	6146 Teacher Retirement/TRS Care	\$762.00
6100 Subtotal:		\$405,417.00
6200 Professional and Contracted Services		
164.13.6219.57.111.8.30	6219 Professional Services	\$405.00
164.11.6299.57.111.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.111.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$1,745.00
6300 Supplies and Services		
164.11.6399.00.111.8.30	6399 General Supplies	\$18,750.00
164.11.6399.57.111.8.30	6399 General Supplies	\$441.00
6300 Subtotal:		\$19,191.00

Personnel for Memorial Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aida Casanova	Technology Aide	Memorial Elementary School	1
Eli Rodriguez	Library Aide	Memorial Elementary School	1
Jesus Martinez	Instructional Aide	Memorial Elementary School	1
Leticia Perez	Campus Instructional Facilitator	Memorial Elementary School	1
Maria Arellano	LVN	Memorial Elementary School	1
Maria Castillo	Technology Aide	Memorial Elementary School	1
Maribel Trevino	Instructional Aide (Pre-K)	Memorial Elementary School	1
Rose Rose	Library Aide	Memorial Elementary School	1
Sergio Villarreal	Campus Technology Coordinator	Memorial Elementary School	1
Sylvia Sarmiento	Media Aide	Memorial Elementary School	1

Title I

Schoolwide Program Plan

Memorial Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Memorial Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with teacher leaders and others. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths and problem statements and they asked clarifying questions. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. The following are activities we

utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Investigate how manipulatives are used in the various core areas.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group to determine our program's effectiveness in meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by highly effective teachers include:

1. Provide time off for targeted, high-quality professional development.
2. Provide an effective mentoring system for new teachers and teachers new to our school.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff and those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs and quality feedback.
6. Provide time for teachers to observe each other in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Memorial elementary utilizes high-quality and ongoing professional development to ensure teachers and others are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meets the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in campus programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional development throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Memorial Elementary follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the district recruiting procedures that are located at the WISD Human Resources office.

6: Strategies to increase parental involvement

Memorial Elementary understands that authentic, parental engagement is a major key to students' success. The Parent Involvement Director leads a campus parent advisory team. Each year, we strive to ensure that the composition of this parent advisory team mirrors the composition of our student population so that we are able to hear opinions and ideas from as many different groups as possible. This group provides feedback for parental engagement strategies. Additionally, as activities are developed by the campus, plans are reviewed by the advisory team to ensure quality. The parent team has been charged to think about how activities and projects impact families' busy home lives and help the school make better decisions about how to increase and strengthen parental engagement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Although this component primarily addresses the transition from early childhood into elementary, Memorial Elementary understands the importance of creating strategies to assist students with other transitions. District staff collaborates with campus staff to provide orientation sessions for parents, campus visits, pre-registration sessions with the counselors, etc. so that students will have an easy transition from one campus to another.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers collect and analyze current and assessment data that describe student achievement. The data often come from less formal assessments, such as observations, campus-based assessments, or end-of-unit exams. The campus provides teachers with professional development to increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is represented in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic programs by analyzing the progress of our students.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time in order to meet grade level standards. The teachers provide those students with timely, additional assistance that is targeted and tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title I district, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach Meets Standard and Masters Standard levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most federal, state and local funds in order to maximize the impact of the resources available to carry out the schoolwide

Title I program.

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
Sub-Total					\$0.00
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	9	1			\$0.00	
					Sub-Total	\$0.00
					Grand Total	\$0.00