

Weslaco Independent School District

District Improvement Plan

2019-2020



Mission Statement

As the right choice, Weslaco ISD delivers a complete educational experience grounded in creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

WISD inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Weslaco Independent School District (WISD) is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2018-2019, the total student population in WISD was 17,275 (PEIMS, *2018-2019*). There are 11 elementary schools, 4 middle schools, 1 DAEP campus, and 4 high schools, including an early college and alternative campus.

For the PEIMS Data 2018-2019, Weslaco Independent School District had 17,275 students and employed 2,334 staff. The student population was 98.62% Hispanic and 85.59% Economically Disadvantaged. Other demographic information includes students in Special Education (8.5%), CTE (28.16%), At-Risk (65.19%), Migrant (3.8%), ELL (27.09%) and Gifted and Talented (5.63%).

According to the most recent 2017-2018 TAP Report, teachers serving the district are 90.0% Hispanic, beginning teachers account for 1.8%, 1-5 years teachers account for 14.8%, teachers with 6-10 years experience account for 17.5%, 11-20 years account for 39.3%, and teachers with over 20 years experience account for 26.5%. The average years of overall experience is 15.4 years, while the average years of experience within the district are 10.9 years. The teacher turnover rate is 5.9% compared to 16.6% for the state. Class sizes are slightly greater than the state rate for grades K-6 and with a greater discrepancy in the secondary level.

Currently, the district has 16,866 students enrolled as of August 2019. Enrollment at Weslaco ISD has decreased from 17,275 identified in PEIMS, *2018-2019*.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Weslaco ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. WISD makes it a priority in reporting that 100% of district teachers are highly qualified and certified. It is due to these efforts that positions in Weslaco ISD are highly sought-after. Job openings frequently bring an abundance of highly qualified and experienced personnel.

According to the most recent 2016-2017 TAP Report, teachers serving the district are 89.7% Hispanic, beginning teachers account for 1.4 years of experience, 1-5 years teachers account for 16.1%, teachers with 6-10 years experience account for 18.9%, 11-20 years account for 38.1% of teachers, and teachers with over 20 years experience account for 25.5%. The average years of the overall experience are 15.1 years, while the average years of experience within the district are 12.8 years. The teacher turnover rate is 5.2% compared to 16.4% for the state. The class size is slightly greater than the state rate for grades K-6 and with a greater discrepancy in the secondary level.

Each year, the district studies and proposes revisions to the instructional and co-curricular stipends that support the needs of our district in the areas of special populations (certified Special Education, Advanced Academics (GT), CATE and Bilingual Education). Weslaco ISD also continues to provide additional stipends to teachers who obtain a Master's degree in the core subject area taught to promote quality learning in the classroom.

Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. WISD will continue to maintain a competitive compensation plan to assist in retaining the best talent and will continue to provide intentional professional learning for teaching staff.

PARENT AND FAMILY ENGAGEMENT

Weslaco ISD is home to over 17,000 bright and talented students and provides over 2,500 jobs for the growing city of Weslaco. Weslaco ISD is located in south-central Hidalgo County, about eight miles north of the Texas-Mexico border. It encompasses 54 square miles and is bordered by the cities of Progreso to the south, Donna to the west, Mercedes to the east and Edcouch/Elsa to the north.

The primary language spoken is English and Spanish. Visitors often comment that the valley language is "Spanglish." 98.6% our district is Hispanic, 1% White, .06% African American and .34% other. The major employers of Weslaco Knapp Medical Center and the Weslaco ISD. The unemployment rate in Weslaco is 6.9%.

Demographics Strengths

- Attendance rates are comparable to the state rate
- The annual drop out rate is lower than the state's rate
- The RHSP-DAP graduate percentage is higher than the state's rate
- Completion of 12 or more hours of post-secondary credit in any subject is twice as high as the state
- Our turnover rate for teachers is less than half of the state's rate
- The CTE graduation rate is 19.% higher than the state requirement

Parent and Family Engagement

Many families move into our area just for the schools. Families take advantage of the strong dual enrollment programs, ECHS, extra-curricular programs, and athletics. Weslaco ISD provides a rich and complete educational program for our students. Parents feel welcomed at all campuses. Parents are encouraged to be part of their child's education. Weslaco ISD values and supports a close partnership with the City of Weslaco, local businesses, churches and organizations.

Staff Quality, Recruitment, and Retention (Human Resources)

Weslaco ISD commits its resources in continuing to provide competitive wages and benefits, including employee health, dental, life insurance, and offers the buyback of local unused days for retirees which have contributed to the district's low teacher turnover rate (5.2%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged. **Root Cause:** Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)

Problem Statement 2: Parental Involvement percentages are low at WISD. **Root Cause:** WISD has a high percentage of low SES families. Our parents work to help provide for their families and do not have the time to participate or become involved in the education of their children. We also have a high percentage of undocumented parents that refrain from entering our schools due to the fear of deportation.

Problem Statement 3: A major area of concern is 10% of staff never receives training. **Root Cause:** Due to limited offerings, certain staff members do not have their training needs met.

Problem Statement 4: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions in the areas of Special Education, Bilingual certified teachers, and Career and Technical Education vacancies. **Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

Problem Statement 5: There is a need to provide teaching staff with additional training support to assist them in obtaining a bilingual supplement certification endorsement for elementary teaching staff, and ESL certification endorsement for secondary English teaching staff to meet the needs of our districts' Bilingual/ESL programs. **Root Cause:** Newly adopted: commissioner's rules concerning the state plan for educating English learners: 19 TAC Chapter 89: Adaptations for Special Populations, Sub-chapter BB.

Problem Statement 6: From 2011-2012 to 2016-2017, the number of eligible migratory children in the State Of Texas has declined by 36.3% REGION ONE MIGRANT COUNTS- During the 2013-14 School Year there were 28,000 plus eligible migrant students enrolled in school districts across Region One...fast forward to the previous 2017-18 School Year and the declining trend continued with less than 19,000 eligible migrant students enrolled.

Problem Statement 7: Parents are unable to attend meetings. **Root Cause:** Weslaco is a low socioeconomic area and parents are unable to attend meetings due to documentation status, single-family homes and lack of transportation.

Student Academic Achievement

Student Academic Achievement Summary

Overview of the 2019 Accountability System

State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus-based on performance in three different areas or domains: student achievement, school progress, and closing the gaps.

Domain I: Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR).

Domain II: School Progress measures how much better students perform on STAAR tests from year to year.

Domain III: Closing the Gaps measures the performance of student

population subgroups in comparison to state goals.

2018 Accountability Summary WISD Score

Domain I: Student Achievement	78
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Domain II: School Progress	88
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Domain III: Closing the Gaps	80
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(Source: TEA Domain I-III Student Achievement, [Txschools.org](https://www.txschools.org))

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Success component of Domain III (Closing the Gaps), which includes all tested content areas.

A comparison of STAAR 2018 and 2019 scores indicates an improvement at the Approaches level for All Students and a minor variance in Writing.

ALL Grade LEVELS

	2018	2019
READING	66%	69%
MATH	79%	82%
WRITING	67%	63%
SCIENCE	82%	83%
SOCIAL STUDIES	71%	77%

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the

next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	19	81	44	21
4th Math	18	82	49	26
5th Math	5	95	65	34
6th Math	36	64	25	4
7th Math	24	76	41	15
8th Math	12	88	62	23
Algebra I EOC	18	82	58	37
3rd Reading	23	77	37	20

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
4th Reading	29	71	35	16
5th Reading	24	86	53	23
6th Reading	42	58	27	11
7th Reading	33	67	38	21
8th Reading	23	77	26	9
4th Writing	44	56	29	5
7th Writing	33	67	36	8
English I EOC	49	51	34	2
English II EOC	46	54	37	2
5th Science	16	84	59	31
8th Science	21	79	49	23

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Biology EOC	14	86	59	17
8th Social Studies	32	68	38	22
US History EOC	24	86	59	28

Subject	ALL Hispanic White EcoDisc EL** SPED** MIGRANT***						
ELA/	69%	69%	79%	65%	56%	37%	56.1%
READING							
Writing	63%	63%	*	59%	52%	*	40.6%
Math	82%	82%	94%	80%	77%	53%	67.9%

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**	MIGRANT***
Science	84%	84%	85%	81%	72%	44%	64.7%
Social Studies	78%	77%	94%	74%	67%	*	55.7%

*****PBMAS 2018 Data**

****Current and monitored**

*** Indicates results are masked due to small numbers to protect student confidentiality**

An analysis of scores for each student group at each grade level in ELA/READING revealed the following

- A comparison of Special Education (SpEd) and All Students indicate a 32% variance.**

- **A comparison of English Learners (EL) and nonEL scores indicate an 13% variance.**

An analysis of scores for each student group at each grade level in WRITING revealed the following

- **A comparison of English Learners (EL) and nonEl scores indicate an 11% variance.**

An analysis of scores for each student group at each grade level in MATH revealed the following

- **A comparison of Special Education (SpEd) and All Students indicate a 29% variance.**
- **A comparison of English Learner (EL) and nonEL scores indicate a 5% variance.**

An analysis of scores for each student group at each grade level in SCIENCE revealed the following

- A comparison of Special Education (SpEd) and All Students indicate a 40% variance.**
- A comparison of English Learner (EL) and nonEL scores indicate a 12% variance.**

An analysis of scores for each student group at each grade level in SOCIAL STUDIES revealed the following

- A comparison of English Learner (EL) and nonEL scores indicate an 11% variance.**

Student Academic Achievement Strengths

In Closing the Gaps, elementary and middle school students met target areas in Academic Achievement for Math, Growth Status, and English Language Proficiency Status.

In Closing the Gaps, high school students met target areas in Academic Achievement in Math, Growth Status, Graduation Rate Status, English Language Proficiency Status, and School Quality.

English I scores in the Meets performance level improved from 31% in 2017 to 34% in 2018.

Seventh grade Reading scores in the Meets performance level improved from 32% in 2017 to 38% in 2018. Masters performance level also showed improvement from 14% in 2017 to 21% in 2018.

In Math, the following STAAR/EOC grades showed an increase at the Meets performance level from 2017 to 2018: fourth grade(45% to 49%), fifth grade (48% to 65%), sixth grade(19% to 25%), eighth grade(52% to 62%), and Algebra I(51% to 58%).

5th Grade Science scores in Meets and Masters performance levels improved from 47% to 59% and from 21% to 31%.

8th Grade Science scores in the Approach performance level improved from 76% to 79%.

Biology scores in the Approaches, Meets, and Masters performance levels improved from 85% to 86%, 54% to 59%, and 16% to 17%.

In Science, 11 campuses earned a distinction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for EL students (current and monitored). **Root Cause:** There is a need of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for Special Education students (current and former). **Root Cause:** There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

Problem Statement 3: Based on the 2018 STAAR performance data, there is a need for improvement in Writing in grades 4, 7, English I, and English II. A variance exists in State (66%), Region (68%), and District (63%) data; however, analysis of district data indicates that there is a 43% difference in scores between Special Ed Current students and All Students and 17% difference in scores between EL Current students. **Root Cause:** There is a need of professional development in writing for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 4: Parents are unable to attend meetings. **Root Cause:** Weslaco is a low socioeconomic area and parents are unable to attend meetings due to documentation status,single-family homes and lack of transportation.

District Processes & Programs

District Processes & Programs Summary

Personnel

Weslaco ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. WISD makes it a high priority in reporting that 100 % of district teachers are highly qualified and certified. It is due to these efforts that positions in Weslaco ISD are highly sought-after! Job openings frequently bring an overabundance of highly qualified and experienced personnel.

Although the teacher turnover rate in WISD (4.9%) is below the state average of 16.6% in 2017-2018, the districts recruitment efforts include coordination with regional universities (UTRGV Edinburg Campus and Brownsville Campus, and TAMUK) for placement of student teachers. WISD also utilizes Alternative Certification Programs' lists of HQ teacher and administrative candidates, and continues to receive a high number of student teachers, opportunities which serve the district in its recruitment efforts. WISD utilizes an electronic application system to increase the reach of HQ applicant candidates and posting of vacancies.

Each year, the district studies and proposes revisions to the instructional and co-curricular stipends that support the needs of our district in the areas of special populations (certified Special Education, Advanced Academics (GT), CATE and Bilingual). WISD will also continue to provide stipends to teachers who acquire a Master's degree in a core subject being taught.

Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. WISD will continue to maintain a competitive compensation plan to assist in retaining the best talent, and provide intentional professional learning for teaching staff.

Curriculum

Weslaco Independent School District began implementing the TEKS Resource System in the Fall 2017. The TEKS Resource System is utilized for ELAR, Math, Science, and Social Studies for grades Kindergarten – 12th grades. Through Professional Learning Communities, teachers collaborate in the planning and alignment of curriculum. Monitoring is supported through classroom observations and documentation of curriculum documents.

State and local assessments are analyzed through Professional Learning Communities. Based on analysis, lessons are planned to meet student needs and reinforce strengths.

The administration of Curriculum Based Assessments (CBAs) ensures that TEKS based instruction, curriculum and assessment are aligned. Provided by the district, these assessments are administered throughout the year.

The Fountas and Pinnell Benchmark Assessment System is administered by Kindergarten – 5th grade teachers to determine students' instructional reading levels. At the beginning of each month, students are assessed on *Istation* which places students on individual paths of learning (K-9). *Compass Learning* is

a reading program for middle school students which provides assessment and support on STAAR.

Imagine Math is utilized in 3rd Grade – Algebra I. This high quality program provides a pre- assessment which assigns individual pathways and benchmarks for students every 90 days.

Technology

Weslaco ISD technology exists to help us use advanced technology to improve the academic achievement, including technology literacy, of all students. We intend to accomplish this through rigorous curriculum standards that develop critical thinking skills that are essential for academic and workplace success. At the core of this initiative is our sustained effort to build the capacity of all teachers to integrate technology effectively into curriculum and instruction. A key focus area is blended learning which combines data-driven instruction with opportunities for students to use online resources to engage in personal learning experiences.

Technology systems and resources are powerful tools that can enhance teaching and learning experiences. The overall plan is to 1) provide rich resources that can be used to support tech integration and blended/personalized learning and 2) to provide direct and indirect support to build teacher capacity to apply the tools to maximize student learning. Several data sources provide feedback on patterns of use in our lower tech use, tech enriched and blended learning classrooms. Data on the frequency of device use, level of online learning resources, and the number of teachers using Google Classroom are analyzed and shared with district/campus staff. Student and staff surveys such as the Brightbytes Technology and Learning survey and the Project Tomorrow Speak up survey provide some insight into patterns of technology use and the overall student learning experience within the district.

Our planning for technology is based on information drawn from many sources including: The 2017 National Educational Technology Plan, 2018-2023 Texas Long Range Plan for Technology, The annual COSN Driving K12 Innocation report that forecasts technology trends in education, ISTE NETS standards for teachers, administrators, students, and coaches. Surveys of teachers, students, and administrators are also important to this process.

We are committed to creating a 21st century learning environment for all staff and students. Emphasis is placed on the importance of ongoing and sustained staff development to support the personalization of instruction through blended learning and other innovative teachers strategies. t

Technology programs which support content area learning:

**Edmentum* is a credit recovery program for high school students.

**Reasoning Mind* is an interactive mathematics program for second grade.

**Reflex Math* builds and strengthens math fact fluency (Grades 2nd -5th).

*myON provides a variety of high interest reading book libraries for students in grades K-8.

*ALEKS provides math support for high school students.

**Exploros* is an online learning platform which provides lessons for Social Studies classes in grades 6th - 8th

**Freedom Run* is an online program that provides gains and content focused on 8th grade and U.S History.

**STEMSCOPES* is rooted in the scientifically proven 5E model with acceleration and intervention

*Edusmart is an online supplemental curriculum for middle school science.

*FOSS Science Kits are interactive hands-on science curriculum for grades K-5 with an emphasis on digital content.

Parental Involvement

- Parental Involvement and engagement will be increased through PASOS Program, Campus Parent Monthly Meeting, Coffee, Conversation and Connections parent meeting with the superintendent, HEB Read 3 at the elementary campuses, health fairs, and free services for students and parents offered by the district and community agencies.
- Increase awareness through different channels of communication in multiple languages
- Clearly define what parental engagement means throughout the district..

Library Services

Weslaco ISD library programs exist to provide and promote:

- information literacy,
- inquiry,
- reading,
- digital learning,
- a safe & nurturing environment, and
- leadership.

The *Standards and Guidelines for Texas* provide a framework for self-assessment and strategic planning for the library program.

GIFTED AND TALENTED

The Gifted and Talented Program meets the needs of students by supplementing their educational experience with enrichment programs and activities tailored to students' interests. For Kindergarten students identified for GT service, QUEST consists of 60 minutes per week in the QUEST classroom beginning the week of March 1. Students identified for GT service in kindergarten join the elementary pull-out program for 3 Hours per week in 1st grade. The elementary G/T services offer curriculum differentiation through a pull-out program called QUEST. The students are served according to grade level and are pulled-out for 3 hours a week. The QUEST Program focuses on the General Intellectual Abilities model. Credit by examination is also offered. The middle school G/T services offer curriculum differentiation through the Advanced Academics Academy, credit by examination, honors, and advanced

courses for high school credit. The high school G/T services offer curriculum differentiation, extra-curricular activities, credit by examination, honors, advanced placement courses, and dual credit.

CAREER AND TECHNOLOGY EDUCATION

CTE programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE currently provides programs of study in numerous STEAM areas such as engineering, welding, computer and network maintenance, anatomy and physiology, as well as many other programs. The Kuder software program provides a detailed report for each individual CTE student with career path suggestion based on their areas of interest and aptitude. CTE provides one on one career planning and exploration of military and other post-secondary options through the use of the Kuder software program with all middle and high school students. CTE participates in local internships with business and government offices that allow students to work in the fields of study they are receiving instruction in as well as how their academic studies are tied into the success of real-world job situations. CTE provides each student with tools and programs that create personalized plans based on their responses to instruction - this can include online coursework, work-based internships, and industry certification on software.

ANTI-BULLYING PROGRAMS

The Weslaco Independent School District Bullying Prevention and Intervention Plan outlines the district's goal to increase awareness of bullying, to improve the district's capacity to prevent such incidents and to respond if there is an incident. District staff will conduct surveys of students, staff, and parents or guardians during the late fall of each school year as a means of ongoing data collection regarding building-specific concerns and the prevalence of bullying. This data will assist the district in identifying the areas of need, support services, and curricula modification needs.

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. WISD will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore a student's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

PROFESSIONAL PRACTICES

The main decision making body in Weslaco Independent School district are the elected school board members. We have a District Advisory Committee made up of teachers, administrators, and parents that meets 5-6 times per year to review data and to offer solutions to some of the issues in the district. All principals are required to attend but are not voting members, they take the information discussed at the meeting back to their SBDM for discussion.

There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful. The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The

district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

PROFESSIONAL DEVELOPMENT SUE PETERSON

What is planned for professional development? Describe how professional development is planned and the current impact it provides

SPECIAL EDUCATION

The Special Education Program ensures that all eligible children receive a Free Appropriate Public Education as mandated by Federal Law. The Special Education Program begins by meeting its Child Find obligations by conducting evaluations of all children who live within the boundaries of the district and are suspected of having disabilities. Specially Designed Instruction and related services are then provided to students who meet eligibility criteria. All services are provided with the goal of preparing students for post-secondary education, employment and independent living. Currently WISD provides services to approximately 1470 students who are identified as being eligible for Special Education Services.

Bilingual/ESL

The Weslaco Independent School District offers the Bilingual program for elementary campuses and the English as a Second Language (ESL) for all secondary campuses. Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. Currently, WISD serves 4,672 English learners in both programs.

FINE ARTS Ron Bissett

What other programs have an impact on student performance? Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

College Readiness

WISD will prepare students for college and career who can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. Campus staff will provide guidance lessons for students to plan and explore post-secondary education and determine a career path. Staff reviews reports such as graduation rate, college entrance exam data, and other reports to gauge college readiness. WISD will increase the number of students who master TSI, complete dual enrollment courses and secure the necessary skills to be college-ready.

Health Services SUSAN STRONG

What other programs have an impact on student performance? Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

District Processes & Programs Strengths

WISD commits its resources in continuing to provide competitive wages and benefits, including employee health, dental, life insurance, and the buyback of local unused days for retirees. The Human Resources Department in collaboration with other district departments participate and continue to improve the New Employee Orientation sessions and other human resources processes to better meet the needs of district employees.

Strengths:

- **New Employee Orientation**
- **New Teacher (0-3 Yr.) Academy**
- **Substitute Teacher Orientation**
- **New Teacher/Mentor Programs**
- **100% Highly Qualified Staff as per Every Student Succeeds Act (Est. 12/2015)**
- **Annual Stipend Extra Duty Pay Reviews**
- **Competitive Compensation Plan**
- **Teacher-leaders are encouraged to excel District-wide**

Distinction Designations

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are available for achievement in several different areas and awarded to campuses based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are separate from those used to evaluate accountability ratings. Both districts and campuses are eligible to earn a distinction designation in postsecondary readiness.

(from (2017 Accountability Manual, page 5, Texas Education Agency, <http://tea.texas.gov/2017accountabilitymanual.aspx>)

2017 Accountability Summary	State Target	WISD Score	State Score	Region 1 Score
Index 1: Student Achievement	60	72	75	74
Index 2: Student Progress	22	38	41	44
Index 3: Closing Performance Gaps	28	41	40	45

Parental Involvement

- Parental Liaison almost at every campus.
- Vertical alignment of topics throughout the district (e.g. STAAR, Bullying, Drugs, and Literacy)
- Vertical planning among campus staff(share best practices).
- Focus on research based programs to help meet the needs of parent (e.g., PASOS, Rosetta Stone HEB Read 3 program)
- Provide resources for parents such as Dentist Who Care (Free dental work for uninsured children), In His Image Uniform Drive, In His Steps Shoe Bank and additional resources provided throughout the district.
- 2016-2017: 219 Volunteers and 35,821 volunteer hours
- 2017-2018 181 Volunteers and 33,588.30 volunteer hours (as of 5th six weeks)
- Recognize parents throughout the year and at VIP ceremony.

Technology

Weslaco ISD prides itself in providing a state-of-the art learning environment. To that end the district has:

Infrastructure:

- An extremely robust infrastructure including a high speed Local Area Network and high capacity internet access of 4Gps.
- Over 21,000 student devices, including 14,000 Chromebooks, 5,000 PC computers, and 3,000 ipads.
- Wireless infrastructure with nearly 1 dedicated wireless access point in each classroom

Learning Systems/Resources:

- G-Suite for education throughout the district, with access for every teacher to the online Google Classroom system for enabling 24/7 learning.

- A wide variety of online learning resources for which we strive to increase efficient use by automating account creation and maintenance for students and teachers.
- The Eduphoria Suite, maintained by the technology department, provides a variety of critical tools ranging from student benchmarking delivery and analysis to staff evaluations.
- Our Student Information System, eSchool, provides real time scheduling, grading, and demographic info to all stakeholders.
- The District Reporting System, DRS, provides important reporting on academic student data such as elementary reading levels, STAAR scores, etc.
- Innovative Teaching Resources includes licences for Nearpod, Edpuzzle, Screencast-o-matic, and Schoology for online synchronous & asynchronous PD.

Innovative Teaching research-based best practices of Blended Learning, Personalized Learning, and STEAM Integration.

- *Blended Learning* is advocated and supported by the Technology Department as it provides instruction that matches student skill, expands learning time, focuses on face-to-face interactions with the use of online learning is the way students learn all in an effort to Close the Gaps.
- *Personalized Learning* relates to the instructional environment tailored to the needs, skills, and interests of each student with the teacher shaping educational experiences for their students helping them engage with learning tools that will enrich and support deeper learning, including different types of technology.
- *STEAM Integration* is a response to student interests that includes opportunities for participation in STEAM (Science, Technology, Engineering, Art, Mathematics) as part of the educational experience. Our annual summer program is a catalyst to opportunities during the year such as robotics clubs, makerspaces, coding, and game design.

Library Services

- Monitoring of reading program usage as well as follow-up of process implemented to ensure use at the different elementary campuses.
- A centralized cataloging and processing system exists at the district level to ensure transparency and accountability of Curriculum & Instruction as well as of campus library purchases.
- There is district coordination of competitive programs such as Battle of the Books & the Scripps National Spelling Bee.
- A monthly Professional Learning Community (PLC) process is provided for librarians in order to plan, coordinate and discuss initiatives, implement best practices, and receive program updates.
- The Little Free Library "take a book, return a book" free book exchange exists at every campus library as well as at the Central Office location. It's purpose is for anyone to take a book or bring a book to share and specifically, to promote reading for all students as well as for all adults.
- Coordination of district reading activities exists between District Library Services and the Weslaco MJVS Public Library in support of the Weslaco Reads, Weslaco Succeeds initiative.
- The implementation of the total school library program at every campus is administered by a certified school librarian with the support of a library paraprofessional(s).
- There is district coordination to seek School Board approval of the Region One Coop membership in order to provide various online resources as well as other services for all of our students and s

Career and Technology Education

The WISD career and technical education (CTE) program has many strengths:

- There are flexible pathways of entry into the CTE teaching profession; part-time teachers are used constructively to tackle the challenge of recruiting CTE teachers.
- Texas has a strong system of university and community college education.
- There are promising initiatives to ensure a well-articulated CTE system, linking high school CTE to postsecondary level CTE. In postsecondary CTE state standards allow students to move easily from one institution to another in the state while retaining earned credits.
- There are various initiatives to increase performance in CTE, including the “AchieveTexas” and “Closing the Gaps” initiatives.
- The benefits of contextualizing learning and integrating general education into CTE are widely recognized by schools and policy makers.C

PROFESSIONAL PRACTICES

The Weslaco ISD ensures that planning and decision-making is made with the assistance of teachers, administrators, students and board members. If they are major decision then the board will make the final decision and the District Advisory Committee will only make the recommendation. There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful. The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

PROFESSIONAL DEVELOPMENT SUE PETERSON

SPECIAL PROGRAMS Neil Garza, Elias Trevino,

FINE ARTS Ron Bissett

Advanced Academics

The Advanced Academics Program Strengths:

Fidelity of Services

- Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Annual evaluation activities are conducted for the purpose of continued service development.
- The gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas
- Curriculum for gifted/talented students is modified based on annual evaluations.

- Funds used for programs and services are effective and consistent with the Texas State Plan for Gifted and Talented Education.

Student Assessment

- Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
- Referral Forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
- Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.
- Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy.
- In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

Service Design

- Identified gifted/talented students have an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.
 - K-5 Pull-Out program where students are serviced for 3 Hours a week
 - 6-8 Pull-Out Program where students are serviced for 3 Hours a week.
 - 9-12 Curriculum differentiation, extra-curricular activities, credit by examination, honors, advanced placement courses, and dual credit.
- Develop and implement services to address the social and emotional needs of gifted/talented students and its impact on student learning.
- All persons assigned to coordinate district level services for gifted/talented students in grades K - 12 has thirty (30) hours of professional development in gifted/talented education and annual six (6) hours update professional development as required in 19 TAC §89.2(1).

Curriculum and Instruction

- An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities.
- Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
- Educators adapt and/or modify the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English learners.
- G/T Planning time each week is provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.'

Professional Development

- A minimum of thirty (30) clock hours of professional development that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services.
- Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.
- Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.
- Administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/talented students.
- Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students, service options for gifted/talented students, and social emotional learning.

Family/Community Involvement

- Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.
- Student Showcases and Open Houses are offered several times throughout the year to present students' progress and projects.

College Readiness

WISD will prepare students for college and career who can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. Campus staff will provide guidance lessons for students to plan and explore postsecondary education and determine a career path. Staff reviews reports such as graduation rate, college entrance exam data, and other reports to gauge college readiness.

Health Services Susan Strong

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: A major area of concern is 10% of staff never receives training. **Root Cause:** Due to limited offerings certain staff members do not have their training needs met.

Problem Statement 2: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies. **Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

Problem Statement 3: There is a need for improvement in Science on STAAR 3-8 and STAAR EOC for all students including the specific populations of Special Education (44% passing rate), and for EL (72% passing rate). **Root Cause:** Backward lesson planning with daily formative assessment, feedback, and data analysis has not consistently taken place district-wide. In addition, EL, and Special Education students lack foundational reading skills, academic vocabulary. Academic vocabulary instruction in science has not consistently taken place across K-4.

Problem Statement 4: There is a need for improved performance in the area of Mathematics for ESL STAAR 3-8 passing rate (62.1%), Migrant STAAR 3-8 passing rate (65.4%), Special Education STAAR 3-8 passing rate (44.9%), and Special Education STAAR EOC passing rate (43%). **Root Cause:** ESL, Migrant, and Special Education students struggle with academic vocabulary and fact fluency.

Problem Statement 5: There is a need for improved performance in the area of Reading for ESL STAAR 3-8 passing rate(63.2%), Migrant STAAR 3-8 passing rate (57.8%), and Special Education STAAR 3-8 passing rate (34.1%). **Root Cause:** Identified ESL, Migrant, and Special Education students lack foundational reading skills (fluency, phonics, high frequency words, vocabulary, comprehension)

Problem Statement 6: There is a need for improved performance in the area of Social Studies for ESL STAAR 3-8 passing rate (36.2%), LEP (Not served in the BE-ESL) STAAR 3-8 passing rate (35.1%)), CTE SPED STAAR EOC passing rate (52.6%), Migrant STAAR 3-8 passing rate (51.4%), Special

Education STAAR 3-8 passing rate (26%), and Special Education STAAR EOC passing rate (49.7%). **Root Cause:** ESL, Migrant, CTE, and Special Education students struggle with academic vocabulary in social studies. Academic vocabulary instruction in social studies has not consistently taken place across K-5. More teachers who teach Social Studies are Generalists than Content Area Specialists

Problem Statement 7: There is a need for improved performance in Writing for BE STAAR 3-8 passing rate (54.3%), ESL STAAR 3-8 passing rate (51.5%), Mig. STAAR 3-8 passing rate (46.9%), Sp. Ed. STAAR 3-8 passing rate (28.2%), Sp. Ed. STAAR EOC passing rate (17.2%), LEP STAAR EOC passing rate (30.4%), CTE STAAR EOC passing rate (41.2%), and Mig. STAAR EOC passing rate (48.1%). **Root Cause:** Foundational writing skills need improvement for composition, grammar, and mechanics for bilingual, ESL, Migrant, and Special Education students.

Problem Statement 8: CCMR elements such as test preparation is not part of the curriculum. **Root Cause:** CCMR test preparation is not embedded in the curriculum.

Problem Statement 9: Course offerings of all fine arts disciplines are not offered at all campuses throughout the district. **Root Cause:** Funding, resources, staffing, student population and rezoning

Problem Statement 10: Limited parent knowledge of college application and financial aid processes. **Root Cause:** WISD services students who are first-generation college applicants.

Problem Statement 11: Limited parent knowledge in college readiness opportunities offered in the district. **Root Cause:** WISD services students who are first-generation college applicants.

Problem Statement 12: Low parental involvement at our secondary schools. Low outreach opportunities are available for parents. **Root Cause:** Low outreach opportunities are available for parents. Visit with parents outside of the schools, such as Weslaco Al Fresco and other local events.

Problem Statement 13: Limited parent knowledge in college readiness opportunities offered in the district. **Root Cause:** WISD services students who are first-generation college applicants

Problem Statement 14: Implement the parent/teacher conferences at the elementary level as required by TEA. **Root Cause:** This is a new district initiative and will be mandated at all campuses.

Problem Statement 15: The inconsistent use of technology tools and the misunderstandings of blended learning lessen the opportunities for personalizing and differentiating instruction to maximize student literacy and success.(Goal 1) **Root Cause:** Lack of coherent frameworks, modeling, PLNs, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

Problem Statement 16: Many students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment. (Goal 2) **Root Cause:** Lack of knowledge about importance of procedures and programs in place to ensure safe, secure, technology-rich schools and facilities.

Problem Statement 17: Limited implementation of high-quality, engaging, and innovative professional development and continuous support for all

employees.(Goal 4) **Root Cause:** Lack of research-based innovative practices in professional development with follow up for teachers, administrators, and coaches.

Problem Statement 18: Community is not aware of the college, career and military opportunities that the district offers. **Root Cause:** Not enough information is displayed on the district websites. Social media is not properly utilized.

Problem Statement 19: The library program struggles to provide the current academic curriculum with adequate resources at the various campuses. **Root Cause:** The campus budgets have been decreasing on a yearly basis.

Problem Statement 20: Library facility needs include replacement of shelving & other furniture which is 20 years or older in 80% of the campus libraries. **Root Cause:** Since the library is the "hub" of the school, it receives much "wear & tear" and the limited budgets do not allow for updating of the overall facility .

Problem Statement 21: CTE Dept - More students need to achieve state industry-based certifications so CCMR accountability can be increased **Root Cause:** Not all teachers and courses of study offer industry-based certifications

Problem Statement 22: Limited implementation of differentiation and modification for G/T students in core classes. **Root Cause:** Lack of appropriate and/or up to date training in the Gifted and Talented education field.

Problem Statement 23: Middle School G/T Pull-Out Program conflicts with some scheduling of advanced classes at middle school campuses. **Root Cause** : Advanced classes were assigned to students during the periods they are to attend the middle school G/T Program. Often the G/T students participate in many electives that make scheduling challenging for campus administration.

Problem Statement 24: Lack of data being desegregated by teachers to track G/T student progress and increase their grades in class and on exams. **Root Cause:** G/T students are not often students of concern because they usually preform above the average ability of their peers.

Problem Statement 25: Lack of family and community engagement in G/T showcases and program evaluations. **Root Cause:** Parents are not used to having G/T functions to attend or yearly evaluations to complete.

Problem Statement 26: There is a need for an additional 10% of staff to be trained on CPR due to possible need at any of the district sites. Some staff may have heart disease and or obesity issues that can cause heart attacks. **Root Cause:** The cause is the lifestyles led by some of the staff. There is a lack of understanding and commitment of healthy practices.

Problem Statement 27: Not all campuses have full-time nurses to service the campuses from 8:00 - 4:00 daily. **Root Cause:** A couple of the campus nurses retired or resigned and they were not replaced due to funding shortages.

Problem Statement 28: There is an increase of students getting infectious illnesses. **Root Cause:** Students lack the knowledge that keep germs from spreading to other students.

Perceptions

Perceptions Summary

WISD students attend school daily. Attendance rates are monitored closely throughout the school year and truancy practices are in place at each of the respective campuses. The attendance goals for elementary schools is 97% or above. The attendance goal for middle schools is 96% or above and high schools are 95% and above. The district overall goal is 96%. Percentages are disaggregated by sub-populations such as ethnicity, SES, etc.

The staff works closely with students in the area of anti-bullying information. Staff includes parents in those presentations and provides them with correct terminology and shares with them the correct definition of bullying as adopted by the state. Counselors provide lessons to students in the area of anti-bullying prevention and awareness. At high schools, students are provided lessons through the Family Advocacy Classes.

A very small percentage of students are sent to DAEP and JJAEP for discretionary purposes and mandatory purposes. The most common offense is drug use. The Hispanic population is the most heavily represented group.

WISD has a strong Drug Awareness and Prevention Program that is available for students and parents. Participants work closely with staff to learn about drug use and the effects drugs have in our bodies and our lives. WISD has adopted Restorative Discipline practices to help students that struggle with behavioral problems. We also have an assigned counselor and at the secondary schools an assigned social worker that assists students with the necessary support to minimize or eliminate inappropriate behaviors.

WISD students successfully graduate in a timely manner. Our dropout efforts are year-long efforts and we closely monitor students in need. Data is reviewed and broken down by sub-group. Student and staff safety is of utmost priority. We have programs in place to ensure that everyone feels safe.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

52. How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings. 53. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know? 54. What support do we seek from our community? Discuss, as applicable, how the school consults with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education. 55. What is the level of support from our community? Describe public support ratings for school. 56. How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports. 57. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know? 58. Are communications translated into languages other than English when needed? 59. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know? 60. What are the greatest barriers to parent/guardian participation? Identify any barriers that prevent participation by parents/guardians

Perceptions Strengths

WISD students attend school daily. Attendance rates are monitored closely throughout the school year and truancy practices are in place at each of the respective campuses. The attendance goals for elementary schools is 97% or above. The attendance goal for middle schools is 96% or above and high schools are 95% and above. The district overall goal is 96%. Percentages are disaggregated by sub-populations such as ethnicity, SES, etc.

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A very small percentage of students are sent to DAEP and JJAEP for discretionary purposes and mandatory purposes. The most common offense is drug use. The Hispanic population is the most heavily represented group.

WISD has a strong Drug Awareness and Prevention Program that is available for students and parents. Participants work closely with staff to learn about drug use and the effects drugs have in our bodies and our lives. WISD has adopted Restorative Discipline practices to help students that struggle with behavioral problems. We also have an assigned counselor and at the secondary schools an assigned social worker that assists students with the necessary support to minimize or eliminate inappropriate behaviors.

WISD students successfully graduate in a timely manner. Our dropout efforts are year-long efforts and we closely monitor students in need. Data is reviewed and broken down by sub-group. Student and staff safety is of utmost priority. We have programs in place to ensure that everyone feels safe.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Barriers such as poverty and citizenship status are often barriers that prevent parents from being engaged. **Root Cause:** Lack of employment and parents are fearful to leave their home due citizenship status.

Priority Problem Statements

Problem Statement 1: A major area of concern is 10% of staff never receives training.

Root Cause 1: Due to limited offerings certain staff members do not have their training needs met.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged.

Root Cause 2: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)

Problem Statement 2 Areas: Demographics

Problem Statement 3: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies.

Root Cause 3: Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: The inconsistent use of technology tools and the misunderstandings of blended learning lessen the opportunities for personalizing and differentiating instruction to maximize student literacy and success.(Goal 1)

Root Cause 4: Lack of coherent frameworks, modeling, PLNs, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Many students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment. (Goal 2)

Root Cause 5: Lack of knowledge about importance of procedures and programs in place to ensure safe, secure, technology-rich schools and facilities.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Limited implementation of high-quality, engaging, and innovative professional development and continuous support for all employees.(Goal 4)

Root Cause 6: Lack of research-based innovative practices in professional development with follow up for teachers, administrators, and coaches.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for EL students (current and monitored).

Root Cause 7: There is a need of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for Special Education students (current and former).

Root Cause 8: There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Based on the 2018 STAAR performance data, there is a need for improvement in Writing in grades 4, 7, English I, and English II. A variance exists in State (66%), Region (68%), and District (63%) data; however, analysis of district data indicates that there is a 43% difference in scores between Special Ed Current students and All Students and 17% difference in scores between EL Current students.

Root Cause 9: There is a need of professional development in writing for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Limited implementation of differentiation and modification for G/T students in core classes.

Root Cause 10: Lack of appropriate and/or up to date training in the Gifted and Talented education field.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Middle School G/T Pull-Out Program conflicts with some scheduling of advanced classes at middle school campuses.

Root Cause 11: Advanced classes were assigned to students during the periods they are to attend the middle school G/T Program. Often the G/T students participate in many electives that make scheduling challenging for campus administration.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Lack of data being desegregated by teachers to track G/T student progress and increase their grades in class and on exams.

Root Cause 12: G/T students are not often students of concern because they usually preform above the average ability of their peers.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Lack of family and community engagement in G/T showcases and program evaluations.

Root Cause 13: Parents are not used to having G/T functions to attend or yearly evaluations to complete.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need for an additional 10% of staff to be trained on CPR due to possible need at any of the district sites. Some staff may have heart disease and or obesity issues that can cause heart attacks.

Root Cause 14: The cause is the lifestyles led by some of the staff. There is a lack of understanding and commitment of healthy practices.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Not all campuses have full-time nurses to service the campuses from 8:00 - 4:00 daily.

Root Cause 15: A couple of the campus nurses retired or resigned and they were not replaced due to funding shortages.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: There is an increase of students getting infectious illnesses.

Root Cause 16: Students lack the knowledge that keep germs from spreading to other students.

Problem Statement 16 Areas: School Processes & Programs

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 End-of-Course 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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





Performance Objective 1: By Spring 2020, the number of students who score at the Approaches level on the 8th grade Social Studies STAAR assessment will increase from 68% in Spring 2019 to 71% in Spring 2020.

In addition, the percentage of U.S. History students who score at the Approaches Level on the STAAR EOC assessment will increase from 86% in Spring 2019 to 91% in Spring 2020.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: Effective Strategies in Social Studies: Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grades 5, 6, 8, 10 & 11) Geographical, Political, Social and Economical Influences in History (grades PK to 11)	2.4, 2.5	Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Funding Sources: State Comp Ed (SCE) - 9000.00							
2) Strategy 2: Social Studies Strategist and Social Studies teachers (grades 6-11) will attend social studies conferences and workshops. TCSS/TSSSA and NCSS Conferences		Social Studies Strategist Social Studies CIFs Campus Administration	Improved learning opportunities. Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Strategy 3: Test preparation materials for STAAR Social Studies and U.S. History EOC		Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
4) Strategy 4: ESL Certification for Secondary Social Studies Teachers Training provided for secondary social studies teachers in ESL strategies Focus on ESL Certification targeted at improving ELL student performance.		Social Studies Strategist Bilingual/ESL Director Social Studies CIFs Campus Administration	Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.				
5) Strategy 5: Workshops, trainings, and materials for social studies teachers as well as Professional Learning Community meetings. Target STAAR/EOC Focus on social studies skills		Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.				
6) Strategy 6: Incorporate Social Studies process standards including sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions *TRS Performance Assessments		Social Studies Strategist Social Studies CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
7) Strategy 7: Writing included as part of Social Studies assessments at the elementary, middle school, and high school levels. Support for social studies teachers on the writing process and STAAR/EOC rubrics.	2.6	Social Studies Strategist Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Support for ELAR.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: By Spring 2020, students scoring at approaches | meets | and masters will increase from 83% | 56% | 24% to 90% | 60% | 30% in Science district-wide.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
2) Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies Builds student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities STAARsmart test bank software of multiple-choice questions, aligned to the TEKS and STAAR assessments	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) STEMscopes (K-12) Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.		Science Strategist Science teachers	*Curriculum Based Assessments *District Benchmarks *STAAR assessments				
5) 8) Develop district assessments (CBAs; benchmarks) and monitor progress.		Science Strategist Science teachers	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
6) G/T Independent Study Mentorship I-IV SBOE approved innovative courses that enable students in grades 6-12 to master science knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum through the development of original research science projects Enrolled students are eligible for ½ - 1 state elective credit per course completion		Science Strategist Campus Admin Campus Science Fair Coordinator	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Professional Learning Communities *Grades K-12 Meet once every six weeks to develop scope and sequence, activities, and benchmarks Campus representatives by grade level are to be pulled out for collaboration Eduphoria Aware capable printer/scanners to be purchased to implement local and district vertically aligned assessments and provide data analysis		Science Strategist Campus Admin Science Teachers	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
8) Science Mentors *For grade 5, grade 8, and Biology *Work with grade 5 teachers and students *Work with grade 8 teachers and students *Work with Biology teachers and students *TAKS/STAAR/EOC Camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring		Science Strategist Science CIF Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
9) Supplemental science preparation materials *Sirius Education Solutions (Grade 8 and Biology) *Essential Physics Ergopedia textbooks and Physics laboratory equipment *Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides *Replacement of consumable chemicals, equipment *Waste disposal services		Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Science Strategist and Science teachers (grades K-12) will attend science conferences. *CAST “ November 2017 *TSELA Fall Meeting “ November 2017 *TSELA Winter Meeting “ February 2018 *TSELA Summer Meeting “ June 2018 *RGVSA Science Conference “ October 2017		Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
11) Community and Higher Learning Science Center Partnerships (Pre-K “ 12) 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 Physics science mentorship student program, teacher professional development, 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 Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data		Science Strategist Science CIF Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				

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

Performance Objective 3: By Spring 2020, the number of students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 84% in the Spring 2019 to 87% in Spring 2020. Also, the number of students who score at the Approaches Level on the Mathematics STAAR Grade 6 assessment will increase from 70% in the Spring 2019 to 73% in Spring 2020.

In addition, the percentage of Algebra I students who score at the Approaches Level on the EOC assessment will increase from 77% in Spring 2019 to 84% in Spring 2020.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12. *Updated IFDs *Backwards Design Document		Elementary Math Strategist Secondary Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Student Academic Achievement 1, 2 Funding Sources: General Fund - 25367.05							
TEA Priorities Build a foundation of reading and math 2) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: *Reasoning Mind STAAR Readiness Grades 3-5 *Reflex Math Grades 2-5 *Imagine Math (formerly TTM) Grades K-Algebra *Envision Math-Pearson *HMH Personal Math Trainer *ALEKS-McGraw Hill	2.4, 2.5, 2.6	Elementary Math Strategist Secondary Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Student Academic Achievement 1, 2 Funding Sources: IMA Funds - 44096.25							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 3) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations	2.5, 2.6	Elementary Math Strategist Secondary Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
	Problem Statements: Student Academic Achievement 1, 2						
TEA Priorities Recruit, support, retain teachers and principals 4) Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies: *RVGCTM- November 2019 *CAMT - July 8-10, 2020 *Region I *TEKSCON - July 14-16, 2020 *Math Solutions - Formative Assessments *ACT - Data Analysis & Formative Assessments	2.5	Elementary Math Strategist Secondary Math Strategist Math CIFs	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: General Fund - 1450.00						
TEA Priorities Build a foundation of reading and math 5) 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)		Elementary Math Strategist Secondary Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
	Problem Statements: Student Academic Achievement 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 6) Allocate supplemental resources to support effective math instruction and assessment reviews *TRS *Sirius Education *Measuring Up *STAAR/EOC Guides *Math Intervention Kits *Graphing Calculators	2.4, 2.5, 2.6	Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Bases Assessments *District Benchmarks *STAAR/EOC				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: IMA Funds - 23464.44						
<div><div><div>100%</div></div><div>→</div><div><div>0%</div></div><div>✗</div><div>= Accomplished</div><div>= Continue/Modify</div><div>= No Progress</div><div>= Discontinue</div></div>							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for EL students (current and monitored). Root Cause 1: There is a need of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.
Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for Special Education students (current and former). Root Cause 2: There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

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

Performance Objective 4: The number of students who score at the Approaches level on the STAAR Reading assessment will increase from 72% in Spring 2019 to 75% in Spring 2020. The number of students who score at the Approaches Level on the STAAR Writing assessment will increase from 71% in Spring 2019 to 74% in Spring 2020.

In addition, the percentage of English I students who score at the Approaches Level on the STAAR assessment will increase from 58% in Spring 2019 to 61% in Spring 2020. English II students who score at the Approaches Level on the STAAR assessment will increase from 60% in Spring 2019 to 63% in Spring 2020.

Evaluation Data Source(s) 4: 2019 STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	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, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS Campus Administration	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
	Funding Sources: State Comp Ed (SCE) - 29376.50, Title 1, Part A - 22000.00, General Fund - 428.54						
2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *TEKS Resource System *Abydos Three -Week Institute	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS Instructional Coaches	Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts				
	Funding Sources: General Fund - 88580.00, State Comp Ed (SCE) - 2400.00, IMA Funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide staff development, guidance and support in ELAR.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS Instructional Coaches	Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments				
4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS Instructional Coaches	Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments				
Funding Sources: General Fund - 25850.00							
5) Provide staff development, guidance, and support on new TEKS and state assessments with emphasis on mentoring for fourth-grade writing.	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS Instructional Coaches	*Local and State Assessments				
Funding Sources: IMA Funds - 23978.00							
6) Provide staff development and support of online and digital platforms. *Istation *APEX *Education Galaxy	2.4, 2.5, 2.6	ELAR Strategist ELAR CIFS	*Progress and Usage Reports				
Funding Sources: General Fund - 290828.00							
7) Make provisions for support of 6th- 8th ELAR, and Eng. I and II through the Region One mentoring initiative and strategic staff development.	2.4, 2.5, 2.6	ELAR CIFS High School ELAR CIFS	STAAR/EOC English Results				
Funding Sources: State Comp Ed (SCE) - 54696.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Develop district assessments (CBAs; benchmarks) and monitor progress: *3rd - 8th Reading *4th and 7th Writing *English I and II *K-3 and 5th (Writing Prompts) Monitor BOY, MOY, and EOY progress on reading assessments: *Istation		ELAR Strategist ELAR CIFs	Improved performance and progress on reading/language arts assessments.				
	Funding Sources: IMA Funds - 9364.00						
9) Promote efferent and aesthetic reading through in school reading, after school reading, at home reading, and summer reading activities. Efferent: "...focused on obtaining a piece of information ...the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt)		ELAR Strategist ELAR CIFs	Improved reading results on state and district assessements.				
Aesthetic: "...readers are engaged in the experience of reading, itself...the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)	Funding Sources: Title 1, Part A - 13500.00						
<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 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.

Performance Objective 5: All students will be provided with a high a quality education through effective programs to complete high school and be prepared for a post-secondary education. By the end of 2017-2018 school year increase college readiness by at least 5%. Increase completion rate and minimize gap between sub-populations to less than 5%

Evaluation Data Source(s) 5: Graduation Rate, Dropout Rate, College Readiness, post-secondary enrollment and performance, benchmark data.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.		District Staff Campus Staff Teacher Counselor					
Funding Sources: State Comp Ed (SCE) - 3000.00							
2) Increase the number of student participation in dual enrollment courses by providing staff development opportunities to teachers and staff.		District Staff Campus Staff Teacher Counselor					
3) Increase graduation rate by 5%.		District Staff Campus Staff Teacher Counselor					
4) Provide suicide prevention programs and awareness to all students.		District Staff Campus Staff Teacher Counselor					
5) Implement a strong conflict resolution program that promotes positive relationships and student success.		District Staff Campus Staff Teacher Counselor					
6) Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department at each campus.		District Staff Campus Staff Teacher Counselor					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Implement pregnancy related services programs at each of the secondary schools.		District Staff Campus Staff Counselor PRS Teacher					
8) At elementary schools, we will increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.		Campus Principal Subject Area Administrators Professional Learning Communities Teachers					
9) At the High School level, we will increase College and Career Readiness readiness by at least 5% by including specific instruction and strategies on ACT, SAT, AND TSI exams.		Campus Principal Subject Area Administrators Professional Learning Communities					
10) At the Middle School level, we will increase College and Career Readiness by at least 5% by integrating reading and writing across all curriculum areas.		Campus Principal Subject Area Administrators Professional Learning Communities Teachers					
11) At a District level, we will increase College and Career Readiness by at least 5% by exposing students to careers. career opportunities, career expectations.							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 6: By Spring 2020, EL students scoring at approaches will increase from 72% to 85% and SPED students scoring at approaches will increase from 44% to 65% in Science district-wide.

Evaluation Data Source(s) 6: Comply with all accountability reports

Summative Evaluation 6:




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

Performance Objective 7: By May 2020, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Evaluation Data Source(s) 7: Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum-based measures (easyCBM), progress reports, report cards, District & Regional EOC/STAAR Performance Reports, and State Accountability System results

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math 1) Implement an Orton-Gillingham intervention program with fidelity	2.4, 2.5, 2.6	Dyslexia Teacher, Campus Administration, Dyslexia Coordinator	Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, walk- throughs, STAAR and STAAR EOC's				
	Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math 2) Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.	2.4, 2.5, 2.6, 3.1, 3.2	Dyslexia Teacher, ELA Teacher, General Education Teacher, Campus Administration, Dyslexia Coordinator	Benchmark scores, Six Weeks' Progress Reports, Progress monitoring through easyCBM reports, improved Reading and Writing STAAR and STAAR EOC scores				
	Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00						
RDA TEA Priorities Build a foundation of reading and math 3) Implement accommodations for eligible students to assist students in reading and writing.	2.4, 2.5, 2.6	Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Coordinator	Benchmark scores, Six Weeks' progress reports, progress monitoring through easyCBM reports, Kurzweil 3000 reports, improved Reading and Writing STAAR and STAAR EOC scores				
	Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged. Root Cause 1: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)

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

Performance Objective 8: The Weslaco ISD Advanced Academics Department will establish a more proficient process in providing services to our identified Gifted and Talented students K-12 and increase the Level III/Advanced Academics Performance from the previous year by 50%.

Evaluation Data Source(s) 8: 2014-2015 Texas Academic Performance Report

2015-2016 Texas Academic Performance Report

2016-2017 Texas Academic Performance Report

2017-2018 Texas Academic Performance Report

Student surveys of QUEST Program and Teachers

Parent surveys of QUEST Program and Teachers

Student surveys of Advanced Academics Academy

Parents surveys of Advanced Academics Academy

GT Student survey of advanced classes offered in high school

GT student parents survey of advanced classes offered in high school





Teacher evaluation of the QUEST program, Advanced Academics Academy, and activities specifically for Gifted and Talented students.

Advanced Academics Coordinator will review data and see student improvement K-12.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Middle school Advanced Academics Academy will be established in order to meet the advanced needs of GT students grades 6-8.	2.6	Advanced Academics Coordinator QUEST Middle School Teachers	Middle school GT students will get serviced 3 hours weekly. GT students will be prepared with curriculum that is embedded with rigor, innovative projects, and activities that will reflect creativity and prepare them for high school and beyond.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, has received training in Nature and Needs Assessment of gifted students.		Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				
3) Provide training in the Nature and Needs of gifted students and 30 hours of certified gifted training for all teachers of GT students.	2.4, 2.5	Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students. Online staff development will be offered through Responsive Learning and campuses will be expected to keep campus binders of teacher certification. A copy will also be stored at Central Office.				
4) Disaggregate data regarding the number of GT identified students receiving a Level 3 Advanced Academic Performance rating on STAAR.		Advanced Academics Coordinator Campus Facilitator Director of Assessments	Data will show the Level III's and the Advanced Scores of students. TSI, EOC'S, ACT, and SAT score will be looked at the beginning and end of the year.				
5) Identify areas needing improvement and develop curriculum and engaging instructional support.		Advanced Academics Coordinator Campus Principals G/T Specialist Teachers	Areas will be identified and action plan will be put in place to achieve areas of improvement.				
6) Develop a plan for program evaluation of the Gifted Program.		Advanced Academics Coordinator	Program evaluation will include but is not limited to student, parent, teacher, and parent surveys. Additional surveys will be put in place as the year progresses. The District will aim for Exemplary Standard of Service as described in the Texas State Plan for Gifted and Talented Education.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) The district involves family and community members in services designed for Gifted and Talented students throughout the school year.		AdvacnedAcademics Coordinator	<p>Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p> <p>Information sessions are held annually to inform and demonstrate to parents what the G/T program has to offer.</p> <p>Campus and District newsletters will be distributed every two six weeks.</p> <p>Campus and District websites will be updated monthly to reflect new and exciting descriptions, pictures, and projects of students.</p>				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 9: The Fine Arts Department will increase student participation in the arts by 2% annually.

Evaluation Data Source(s) 9: Current Year's WISD Fine Arts Census Report
Current Year's Campus Enrollment Data

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco.		Ensemble Directors Fine Arts Programs Director	Weslaco ISD personnel will work with city leaders and organizations to collaborate in the planning of joint events.				
2) The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.		Visual Arts Teachers Fine Arts Programs Director	Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.				
3) All Weslaco ISD Fine Arts disciplines will compete and have a high level of success through their individual governing organizations. These organizations are: UIL, TMEA, VASE, VDEC.		All WISD Performing and Visual Arts Teachers Fine Arts Programs Director	Weslaco ISD students will be successful at competitions through individual and group performance.				
4) The Weslaco ISD Fine Arts Department will plan and host a Fine Arts Festival in the Spring to promote arts advocacy throughout the school and community.		Fine Arts Programs Director Fine Arts Council All Fine Arts Teachers of WISD	The WISD Fine Arts Fiesta will educate the community on the importance of the arts in a child's education.				

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

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

Evaluation Data Source(s) 10: District retention rates.

STAAR and EOC assessment scores

AP scores

ACT/SAT scores

Student grades

Maintain high circulation statistics

Maintain high usage of structured reading programs

End of year inventory evaluation reports

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	2.4, 2.5, 2.6, 3.1	Campus Library Staff Teachers District Library Staff	Librarian integrate instruction library instruction with classroom instruction through librarian/teacher planning meetings. Limited planning and collaboration at the elementary level due to type of library scheduling services. More collaboration was done at the secondary level.				
	Funding Sources: State Comp Ed (SCE) - 0.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.	2.4, 2.5	Campus Library Staff Teachers District Library Staff	The elementary libraries allowed for flexible access during the instructional day if staff and space were available. At the secondary level, flexible access was provided throughout the day.				

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

Performance Objective 11: To create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. These students will be sponsored by WISD Personnel who hold school communities accountable to the transformative power of what sports can and should be.

Evaluation Data Source(s) 11: Recruitment records

Number of students returning to a specific athletic program

UIL participation submittals

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase participation numbers for all programs 7-12. All facilities continue to support the growth of our programs All programs support the mission and goals for WISD. All programs to be memorable experiences for all participating Financial strength must support program growth, success, capital outlay		Athletic Director Assistant Athletic Director Campus Athletic Coordinator	Continue to enforce the No Cut policy Weekly meetings with staff Growth numbers to continue and stay strong throughout the year Hold staff accountable				
2) Encourage physical Education as a life long lesson		Physical Education Teachers Physical Education District Coordinators					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>3) 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level</p> <p>Ensure that we meet the needs of students of all ability levels, including students with disabilities.</p> <p>Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.</p> <p>If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p>		<p>Athletic Director</p> <p>Campus Principal</p> <p>Physical Education Teachers</p> <p>District Physical Education Coordinators</p>	<p>Monitor Class enrollments</p> <p>Monitor contact minutes</p> <p>staff development sessions</p> <p>continue to provide resources to staff to ensure student engagement</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>4) Physical Education Requirements</p> <p>Physical Education</p> <p>State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities. It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p> <p>Physical activity requirements</p> <p>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.</p> <p>Students must participate in moderate or vigorous activity at least 30 minutes per day for at least four semesters during grades 6, 7 and 8 (exemptions are allowed for middle-school students who participate in an extracurricular activity that includes vigorous exercise). Districts with block scheduling are permitted to require students to participate in moderate or vigorous physical activity for at least 225 minutes during a two-week period.</p> <p>School districts are required to conduct physical assessments for students in grade 3 or higher who are enrolled in a PE course.</p>		<p>Campus Principal Assistant Superintendent C&I Elementary</p> <p>Assistant Superintendent C&I Secondary</p> <p>Campus Physical Education Teachers</p> <p>District Physical Education Coordinator</p> <p>Athletic Director</p>	<p>Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices</p> <p>Continuous monitoring of campus utilization of SPARK Curriculum</p> <p>Campus participation with SHAC, Fitnessgram</p>				

Find more information on
curriculum/instruction



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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





Performance Objective 12: Student success and achievement will be further supported and improved through providing sustained and continuous instruction by CTE Staff using resources, strategies and methodologies specific to student populations. Student achievement will be reflected in improved testing scores as well as an increase in the number of students meeting CCMR accountability goals.

Evaluation Data Source(s) 12: PBMAS Report, District & Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals		Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist	Improvement (primarily) on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS)				
Funding Sources: State Career and Technical - 4868875.00, Perkins Career & Technical Education - 175186.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.	2.4, 2.5, 2.6	Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist	District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes				
Funding Sources: State Career and Technical - 417723.00, Perkins Career & Technical Education - 48487.00							
3) Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.		CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist	Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year				
Funding Sources: State Career and Technical - 118500.00, Perkins Career & Technical Education - 6300.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Support student achievement through Academic and Career-based competitions both state and national.		Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff	Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & new accountability system of 2018-19 that will be based on this school year.				
Funding Sources: State Career and Technical - 224750.00, Perkins Career & Technical Education - 11780.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







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

Performance Objective 13: By the end of year 2019-2020, STAAR and EOC scores for students serviced by special education will increase 5%.

Evaluation Data Source(s) 13: RDA Report, District & Regional EOC/STAAR Performance Reports, State Accountability System results, and State Performance Plans

Summative Evaluation 13:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide training to designated stakeholders on instructional strategies, designated supports, behavioral strategies/supports, and IEP requirements.	2.4, 2.5, 2.6, 3.1	Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team	By the end of year 2019-2020, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: State Special Education - 0.00						
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations, and the provision of services deemed necessary by the ARD committee.	2.4, 2.5, 2.6, 3.1, 3.2	Special Education staff and Campus Administration	By the end of year 2019-2020, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: State Special Education - 0.00						

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>							

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 1: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged. Root Cause 1: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)
Student Academic Achievement
Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for Special Education students (current and former). Root Cause 2: There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

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

Performance Objective 14: By Spring 2020

1) Implement Personalized Learning Framework that focuses on Targeted Instruction, Data-Driven Decisions, Flexible Content & Tools, and Student Reflection & Ownership to support reading and writing literacy goals, targeting strategies to support EL learners.

2) Identify 30% of core content teachers as consistently implementing high quality, engaging personalized blended learning strategies with fidelity.

Evaluation Data Source(s) 14: -Innovative Teaching Day Handbook & Sign In Sheets,

-Eduphoria: Sign In/ Survey

-Classroom Observations data collections

-ELAR MS/HS PLC Learning Walks

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Implement Education Elements Personalized Learning Toolkit to enable district, school and teacher leaders to develop staff through: -Building a shared understanding of the what, why and how of personalized learning (Core Four Framework) -Designing classroom models centered on student needs -Providing opportunities for reflection and iteration	2.6	Director of Instructional Technology Instructional Technology Strategist	Increased student success. Increased knowledge of personalized, blended learning competencies (use of data, resources, methodologies) by leadership and teachers.				
	Problem Statements: School Processes & Programs 15						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Apply for Raise Your Hand Texas Blended Learning Grant targeting K-2 students.		Director of Instructional Technology Instructional Technology Strategist	Earn the grant for following year implementation to improve K-2 promotion rates.				
	Problem Statements: School Processes & Programs 15						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Develop a database of instructional materials aligned to Core Four that target learning needs of EL & SpEd learners. -collect resources from WISD teachers -create resources		Director of Instructional Technology Instructional Technology Strategist	Increased student success.				
Problem Statements: School Processes & Programs 15							
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Mentor and coach blended learning teachers and instructional technology coaches on personalized, blended instructional research-based best-practices.		Director of Instructional Technology Instructional Technology Strategist	30% of core content teachers are implementing personalized blended learning strategies with fidelity.				
Problem Statements: School Processes & Programs 15							
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div></div><div>= Discontinue</div></div>							

Performance Objective 14 Problem Statements:





School Processes & Programs
Problem Statement 15: The inconsistent use of technology tools and the misunderstandings of blended learning lessen the opportunities for personalizing and differentiating instruction to maximize student literacy and success.(Goal 1) Root Cause 15: Lack of coherent frameworks, modeling, PLNs, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

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

Performance Objective 15: Increase the number of college-ready students by 5% by the end of 2019-2020.

Evaluation Data Source(s) 15: Post-secondary readiness, ApplyTexas counts, Graduation Rates, promotion rates. FAFSA applications

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus staff will work closely with students to expose them to college ready material, such as college applications, FAFSA, scholarships, and others.	2.4, 2.5						
2) Support Staff will adopt a college readiness plan district-wide. Counselors will also focus on guidance curriculum lessons. Some of those lessons will focus on college readiness activities such as college exploration.		Ongoing monitoring will take place					
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 16: WISD will provide all students access to a well-rounded education Â
Improve the use of technology to advance student academic achievement

Evaluation Data Source(s) 16: Graduation rates, STAAR scores, benchmark scores, attendance percentages, leaver percentages

Summative Evaluation 16:

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

Performance Objective 17: Engage in essential skills for college, career, and community at all campus libraries by increasing the number of students that read for learning, personal growth, and enjoyment by 10%.

Evaluation Data Source(s) 17: Monthly circulation statistics
Observations, conversations, student artifacts, online and social media posts

Summative Evaluation 17:

Targeted or ESF High Priority

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

Performance Objective 18: By Spring 2020, Increase migrant middle school students using effective learning and study skills by 5%, receive timely attention and appropriate interventions by 5%, and have necessary homework assistance and tools at home by 5%.





Increase migrant graduation rate by 2%.

Decrease the annual migrant drop out rate by 1%.

Evaluation Data Source(s) 18: Migrant middle school survey issued by TEA via Region One ESC.
District graduation rate for the district.
PBMAS data

Summative Evaluation 18: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Provide individualized and data-driven reading & mathematics instructional support services to middle school migrant students. Small group & individualized tutoring designed specifically for students' needs, ie; homework assistance and tools at home, dictionary, hot spots, table of contents, glossary etc...				✗	✗	✗	
Equity Plan Strategy 2) Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selection, providing leadership and mentoring programs, facilitating family/school connections, providing periodic home visits. Provide professional development for MEP Staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP.				✗	✗	✗	
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Coordinate/Implement In State & Out Of State College Recruitment Trips, Leadership Workshops, STEM (Researched Based Projects)		Campus Administrative Staff, Migrant Secondary Strategist & Migrant Specialist, Campus COounselors		✗	✗	✗	
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							




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

Performance Objective 19: By the end of the 2019-2020 school year, the percentage of ELL students who score at the approaches level on STAAR Reading in middle school will be 70%, on STAAR EOC Reading tests in high school will be 60%, on STAAR EOC Algebra 1 tests in high school will be 75%, on STAAR Science in middle school will be 70% and EOC Science tests in high school will be 60%, and on STAAR EOC Social Studies tests in high school will be 60%

Evaluation Data Source(s) 19: 2020 Accountability Data, RDA Report, CBAs and Benchmark Data

Summative Evaluation 19:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Assess all 7th grade students who did not meet passing requirement on STAAR Reading the first two weeks of school with iStation to find all student's independent instructional and frustration levels of reading	2.4, 2.5, 2.6	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						
RDA TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide staff development opportunities on independent reading, small-group reading, and literature	2.4, 2.5, 2.6	WISD ELA Strategist, Bilingual/ESL Director	Professional growth in area of Reading for participants.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Provide student-choice reading selections through the year	2.4, 2.5, 2.6	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Incorporate independent reading in English or ESL block; conference with several students daily on their chosen text	2.5, 2.6	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						
TEA Priorities Connect high school to career and college 5) Facilitate field trips for High School Recent Immigrant students to experience American culture and social norms	2.5	ESOL Teachers and Bilingual/ESL Director	Understanding and appreciation of American culture and social norms				
	Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00						
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Strategic Math	2.4, 2.5	Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator	Establish a strong math foundation for ELL success				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 7) Create student intervention plans via student intervention Small Learning Community and/or School Improvement Committee	2.4, 2.5, 2.6	Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator	Establish a strong math foundation for ELL success				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 8) Implement SIOP model strategies to help LEP students - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques	2.4, 2.5, 2.6	WISD Science Strategists, Campus Admin. and Bilingual/ESL Director	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 9) Continue implementing leveled readers in the classroom as needed to read about historical issues such as specific eras, dates, significant figures in World History, Texas History, and U.S. History	2.4, 2.5, 2.6	Campus Admin, WISD Social Studies Strategist, Bilingual/ESL Director, Department Chair, S. S. Teachers	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: State Bilingual/ESL - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools 10) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings	2.4, 2.5, 2.6	Bilingual/ESL teachers, Campus Principal, CIF, Bilingual/ESL Director	Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite				
	Problem Statements: Demographics 1 - Student Academic Achievement 1						
	Funding Sources: State Bilingual/ESL - 0.00						
<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>							

Performance Objective 19 Problem Statements:

Demographics
Problem Statement 1: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged. Root Cause 1: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)
Student Academic Achievement
Problem Statement 1: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for EL students (current and monitored). Root Cause 1: There is a need of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

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

Performance Objective 1: Safe and secure technology use processes will be in place with 100% of WISD students and staff employing safe & secure digital citizenship behaviors.

Evaluation Data Source(s) 1: Eduphoria sign-in sheets: Internet safety training
Certificate of Certified School status from curriculum vendor
Project Tomorrow Speak up Survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) 100% of Weslaco ISD students and staff will complete Internet Safety training using the Common Sense Media curriculum or an approved alternate. This will allow the majority of campuses and Weslaco ISD to receive the designation of Common Sense Media Certified.		Director of Instructional Technology Instructional Technology Strategist	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc behaviors. Family and Community engagement with digital citizenship conversations at home.				
	Problem Statements: School Processes & Programs 16						
TEA Priorities Recruit, support, retain teachers and principals 2) Processes in place to provide safe & secure technology-rich schools and facilities. *Utilize ContentKeeper: protects devices from advanced malware, ensures compliance and controls policies across mobile devices and various connections. *Utilize DyKnow by classroom teachers to monitor student online behaviors *District-wide replacement purchasing.		Executive Director of Technology, Director of Instructional Technology	*ContentKeeper: Improved student safety and secured devices. Operations & Management, Services & Configuration, Security & Compliance, and Adoption & Usage.				
	Problem Statements: School Processes & Programs 16						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Staff, parents, and community will participate in Project Tomorrow Speak Up Survey to monitor perceptions of a safe, secure, drug-free technology rich and inviting environments district-wide which promote high performance.		Director of Instructional Technology Instructional Technology Strategist	Survey results at the campus and district level from multiple stakeholder groups. Positive results expected.				
	Problem Statements: School Processes & Programs 16						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</div><div>= Discontinue</div></div>							

Performance Objective 1 Problem Statements:





School Processes & Programs
Problem Statement 16: Many students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment. (Goal 2) Root Cause 16: Lack of knowledge about importance of procedures and programs in place to ensure safe, secure, technology-rich schools and facilities.

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

Performance Objective 2: 100% of Weslaco ISD campuses will be secured with rod iron fencing in order to protect students, faculty, and staff from potential threats. This will create peace of mind for teacher to conduct their classrooms and for students to learn in a safe environment.

Evaluation Data Source(s) 2: Building schedules

Summative Evaluation 2:



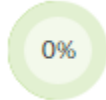

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Evaluate all district facilities and determine fencing needs. Fencing to be completed by December 2017		Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators	Provide safety and security for students and staff.				
Funding Sources: General Fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: Access control: 100% of campuses and facilities at Weslaco ISD will have electronically secured doors by installing locking mechanisms at one or two entrance points. All other doors will be for exiting only. Each staff member will be assigned an access card to gain entrance to the building.

Evaluation Data Source(s) 3: A district wide security plan will be created and approved by the Board of Trustees.

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assess all facilities to determine the number and locations for the installation of magnetic doors. Doors to be installed by May 2019.		Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators Director of Risk Management Director for Safety and Security	Provide safety and security for students and staff.				
Funding Sources: General Fund - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 4: Weslaco ISD CPR Instructors will train a team of 5 non nursing personnel at each Weslaco ISD Campuses and Departments in CPR/AED/First Aid

Evaluation Data Source(s) 4: Sign-in rosters from training sessions

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train personnel at campuses in CPR/AED/First Aid Training will be completed by May 2018		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 5: Weslaco ISD will staff each campus with a full-time nurse by the first day of the 2018-2019 academic years to ensure each student has the opportunity to be healthy, safe and ready to learn.

Evaluation Data Source(s) 5: Staffing Rosters

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a nurse at each campus during the 2017-2018 school year to provide aid to students.		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	Ensure that all students and staff can rest assured that a nurse is available should they have a need for one.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 6: Each of Weslaco ISD campuses and departments will implement the Henry the Hand infection control program along with a glow germ age appropriate classroom lesson by the end of the first semester to improve attendance by bringing each campus to the top of their group of 40.

Evaluation Data Source(s) 6: Lesson Plans

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on Henry the Hand infection program to each campus.		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	All students will understand the importance of dental hygiene.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 7: WISD has adopted an anti-bullying plan that will help students feel safe and secure while at schools.

Evaluation Data Source(s) 7: Decreased number of office discipline referrals. Increased promotion rate.

Summative Evaluation 7:

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

Performance Objective 8: WISD will provide all students access to a well-rounded education
We will Improve academic outcomes by maintaining safe and healthy students.

Evaluation Data Source(s) 8: Promotion rates, graduation rates, teacher input, student input, survey results

Summative Evaluation 8:

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

Performance Objective 9: Student Resource Officers will ensure that all students are safe. Secondary campuses will be assigned School Resource Officers, who will be responsible for safety and crime prevention in schools. They will also mentor and conduct presentations on youth-related issues.

Evaluation Data Source(s) 9: Decrease in dropout rates, increase graduation rates, decrease in expulsions, increase attendance.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

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

Performance Objective 10: 70% of library activities will offer students a variety of engaging technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning.

Evaluation Data Source(s) 10: Student work, demonstrations of technology use, observations, website and database usage, checklists of training and topics covered, virtual training, survey results

Summative Evaluation 10:

Targeted or ESF High Priority

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

Performance Objective 1: Weslaco ISD Family and Community Engagement is determined to engage parents, families and communities, as partners, in schools by 5%.





Evaluation Data Source(s) 1: Evaluations, District & Campus Events, Six week individual staff meetings, Campus Six Weeks Log-In's, Parents Sign-In's, CCC Meetings, Parent Evaluations, Parent/Teacher Conference Form, Parent Advisory Council, School Health Advisory Council, Federal e-grant Application.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize all forms of contact with parents through phone calls, flyers sent home, email, parent teacher conferences, school parent meetings, school messenger, KWES and social media (Facebook and Twitter).		Parent & Family Engagement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.				
Funding Sources: Title 1, Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Provide district aligned parent training's on topics such as effective reading strategies, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. An additional topic has been added to to monthly meetings. Topic is schedule based on campus need and parental request. Parental staff and district administration will also promote Coffee, Conversation and Connections parent meetings. ESL and Rosetta Stone will be offered at the district and campus level. Citizenship classes will be offered at WEHS. The goal is to Build Capacity among parents/volunteers and to maximize the impact of parental engagement.		Parent & Family Engagement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	Research has shown that children of parents who volunteer and/or participate with events on campus student's make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be.				
3) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the National and Statewide Parental Proclamation and recognition ceremonies/awards and at end of the year for their participation.		Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison	When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony.				
4) Revise, distribute, and evaluate annually the District Family and Community Engagement Policy. Also, monitor that each campus has revised their campus parental engagement policy and school/parent compact with parents.		Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist & Community Liaisons	Parents, Staff and community members are made aware of the Federal ESSA, Title 1 Part A requirements. Parents will know what the rights are as a parent. Parental engagement will also increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Conduct Title 1 meeting at each Title 1 campus. Attendees will be made aware of the Title 1 Program and how monies affect the school. The meeting should include invitation (flyer), sign-in, agenda, and documentation of the presentation.		Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison	Parents, Staff and community members are made aware of the Federal ESSA, Title 1 Part A requirements. Parents will know what the rights are as a parent. Parental engagement will also increase.				
6) Promote Early Childhood Literacy programs for parents and families. This program includes HEB Read 3, ELF Program, and Head Start.		Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison Camus Staff ELF Principal HEB Representatives Teachers teaching HEB Read 3 program.	Children will be prepared for Pre-K and Kinder. Parents will be taught how to reach to their children and healthy eating habits.				
7) The parental staff will be encouraged to attend professional development in different capacities to keep on-going skill development and up to date with Title 1, Part A requirements. Professional development includes but not limited to monthly staff meetings, individual six weeks meeting with parental director, Region 1, and state/national conferences. Also, attend conferences that cover McKinney-Vento Homeless, Foster Care and SHAC.		Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison	Parental staff will be up to date on the latest information regarding Title 1 requirements.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Office supplies, technology items such as toner and printers are needed to provide parents documentation required by Title 1, Part A. Title 1, Part A requires that parents/community members need to be provided with an invitation (flyer), agenda, information regarding topic of meeting, and an evaluation.		Parent & Family Engagement Director PFE Office Staff	An increase in parental engagement and student achievement.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





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

Performance Objective 2: Establish a network of community partners that will enhance the mission and vision of parent and family engagement department.

Evaluation Data Source(s) 2: Annual Health Fair, Sign-In's, Agendas, Parent Evaluations, Volunteer In place logs, principals reports and feedback from staff.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.		Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	When parents are aware of community resources and information they are able to seek assistance when needed.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.		Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education.				
3) The district has a parental advisory committee (PAC) that meets throughout the school year to develop, discuss, evaluate and make any recommended changes to the district parent and family engagement policy. The policy is located on-line at wisd. us (parental department), a hard copy can be located at the parental office and copies and will be distributed during district parental meetings and functions. Policy is also provided to WISD parents in a format and language that parents can understand. The district offers several flexible meetings at convenient time,morning and evening, to which all parents of participating children shall be invited and encouraged to attend. The district also provides childcare when needed.	3.1, 3.2	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	Parents and community will aware of Title 1, ESSA and information related to school and parent programs , meetings and other activities as related to their campus.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of Special Education, Bilingual and Career and Technical education programs.

Evaluation Data Source(s) 1: District TAPR report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue working with local colleges and universities on recruiting more student teachers to work within the schools.		Director of Human Resources	Hire highly qualified and trained teachers				
2) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.		Bilingual Director Principals Director of Human Resources Bilingual Chairs	An increase in bilingual certified teachers				
3) Research and create a staff awards and incentive program.		Director of Human Resources Director of Public Information Directors Principals	Retain teachers				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide mentors and induction training for new teachers and administrators.		Director of Staff Development Principals	Mentor assignments, participant feedback				
Funding Sources: Title II Part A - 0.00							
2) Provide appropriate job-related training for paraprofessionals and other support personnel.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education	Training records, evaluations, feedback				
Funding Sources: General Fund - 0.00							
3) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals	Training records, documentation				
Funding Sources: Title II Part A - 0.00, State Gifted and Talented (G/T) - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Revisit past staff development activities and ensure training for new staff.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals	Training records, feedback				
Funding Sources: Title II Part A - 0.00							
5) Meet with 1st year principals twice per month and assign a mentor.		Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Participant Feedback and Evaluations				
6) Meet with 2nd year principals one time per month		Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Participant Feedback and Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Create and implement a district professional development plan framework and expectations		Director of Staff Development Curriculum and Instruction Departments Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Training records feedback documentation				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 3: Model high-quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to lead PD and of leaders to implement high-quality, engaging, and innovative professional development.





Evaluation Data Source(s) 3: Eduphoria sign in sheets, surveys

Digital Badging

Innovative PD approaches (online, f2f, synchronous, asynchronous, webinars, PLN, online newsletter)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Model engaging, high quality, innovative professional development: -edCamp -PL Newsletter -Google+ community -PLC ELAR Learning Walks -BL Site Visits -Webinars -eCourses -ITD19 Trainers -Instructional Tech trainings for Coaches -Model BL/PL at C&I and Principal meetings.		Director of Instructional Technology, Instructional Technology Strategist	Increased instructional staff capacity to use tools in innovative methods. Increased student engagement and success.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 17						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 2) Capacity-Building of staff and leaders in BL/PL and instructional tools that support these goals. - Implement goals established with EdElements PL Toolkit guidance -Tools Training (Edpuzzle, Nearpod, Google, etc.) -Coaches training in PL/BL -Admin training in PL/BL -Site Visits conversations/ impromptu trainings -Blended Learning Live trainings		Director of Instructional Technology, Instructional Technology Strategist	Increased student success.				
	Problem Statements: School Processes & Programs 17						
TEA Priorities Recruit, support, retain teachers and principals 3) Develop a Blended Learning Network. -Google+ Community -PL Newsletter -Classroom Visits		Director of Instructional Technology, Instructional Technology Strategist	Increased teacher collaboration, morale, and implementation of blended learning. Increased student engagement and success.				
	Problem Statements: School Processes & Programs 17						
TEA Priorities Recruit, support, retain teachers and principals 4) Support cohort teachers participating in TEA-sponsored UTEACH online course about blended learning.		Director of Instructional Technology, Instructional Technology Strategist	Increased teacher collaboration, morale, and implementation of blended learning. Increased student engagement and success				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for Special Education students (current and former). Root Cause 2: There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

School Processes & Programs
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Problem Statement 17: Limited implementation of high-quality, engaging, and innovative professional development and continuous support for all employees.(Goal 4) Root Cause 17: Lack of research-based innovative practices in professional development with follow up for teachers, administrators, and coaches.
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Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

Performance Objective 4: 85% of Science teachers will receive high quality training in backwards lesson planning, data analysis, and student feedback by the end of the 2019-2020 school year through direct or indirect (campus PLC) means.

Evaluation Data Source(s) 4: Science Teacher Survey

Summative Evaluation 4:

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

RDA Strategies

Goal	Objective	Strategy	Description
1	7	1	Implement an Orton-Gillingham intervention program with fidelity
1	7	2	Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.
1	7	3	Implement accommodations for eligible students to assist students in reading and writing.
1	13	1	Provide training to designated stakeholders on instructional strategies, designated supports, behavioral strategies/supports, and IEP requirements.
1	13	2	Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations, and the provision of services deemed necessary by the ARD committee.
1	19	1	Assess all 7th grade students who did not meet passing requirement on STAAR Reading the first two weeks of school with iStation to find all student's independent instructional and frustration levels of reading
1	19	2	Provide staff development opportunities on independent reading, small-group reading, and literature
1	19	3	Provide student-choice reading selections through the year
1	19	4	Incorporate independent reading in English or ESL block; conference with several students daily on their chosen text
1	19	6	Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Strategic Math
1	19	7	Create student intervention plans via student intervention Small Learning Community and/or School Improvement Committee
1	19	8	Implement SIOP model strategies to help LEP students - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques
1	19	9	Continue implementing leveled readers in the classroom as needed to read about historical issues such as specific eras, dates, significant figures in World History, Texas History, and U.S. History
1	19	10	Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings

State Compensatory

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Cardenas	Intervention Specialist	Student Support/At Risk Dept	1
Ernesto Alcazar	Intervention Specialist	Student Support/At Risk Dept	1
Kara Arndt	Home-base Teacher	Student Support Services	1
Merced Villarreal	Secretary	Student Support /State Comp Dept	1
Ruby Lopez	Secretary	Student Support/At Risk Dept	1
Scott Amdahl	Instructional Technology Coordinator	Technology Department	1
Thelma Reyna	Intervention Specialist	Student Support/At Risk Dept	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The District Improvement Plan is based on a comprehensive needs assessment of the entire district that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the Weslaco Independent School District. The Comprehensive Needs Assessment was reviewed on September 6, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, administrators, specialized instructional support personnel, school staff, The following is a comprehensive list of District Advisory Committee members who have assisted with the review of the district improvement plan.

Janie Peña - Executive Executive Director,

Adrian Cantu - Social Studies Strategist,

Norma Brewer - Student Support Services and SCE Director,

Erica Garcia Parental Involvement Director,

Elias Treviño - Assessment and Accountability Director,

Melva Segura - HR Director,

Cathy Chamberlain - Elementary ELA Strategist,
Nora Lopez - Secondary Math Strategist,
Dr. Carolina Lopez - Secondary ELA Strategist,
Neil Garza - SPED Director,
Claudia Martinez - Science Strategist,
Perla Chavez - Elementary Math Strategist,
Samantha Mize GT Coordinator,
John Garlic - Title I and Staff Development Director,
Yvett Morales - High School Principal,
Pat Muñoz - Middle School Principal,
Dan Budimir - Elementary Principal
Susan Coffman - District Nurse
Elma Calvillo - Director of District Library Services
Dee Reyes - SPED Resource Elementary Teacher
Daniel Guerrero - 7th Grade Science Middle School Teacher
Rose Maldonado - Elementary Counselor
Martha Guerrero - High School Counselor
Abigail Gonzalez - Parent Airport Elementary
Adriana Rios - Parent Weslaco High School

2.2: Regular monitoring and revision

The District Improvement Plan remains in effect for the duration of the school year and shall be monitored and revised at least three times a year to ensure the district is giving all students the opportunity to learn in order to meet the challenging State academic standards. The plan is revised in November, January and March to ensure we include strategies based on the scores of the student benchmark assessments.

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

The District Improvement Plan is available to Weslaco ISD staff, parents and the community via online in the district's website or a hard copy, which is located at Central Office at 314 W. Fourth Street Weslaco, Texas. The District Improvement Plan is also available in Spanish upon request, parents can ask for Elias Treviño, translator.

2.4: Opportunities for all children to meet State standards

The Weslaco Independent School District offers opportunities for all students as addressed in the District Improvement Plan on the following pages: 31, 34, 35, 39, 40, 42, 49, 54, and 66.

2.5: Increased learning time and well-rounded education

- Methods and instructional strategies that strengthen the academic school program - see pages 39-49 and 54
- Increased amount and quality of learning time - see pages 39-49
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities, and courses necessary to provide a well-rounded education - pages 39-49, 54 and 66

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

Meeting the needs of all students and of those at risk of not passing the challenging State academic standards - see pages _____

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy Committee consists of the following members:

The Weslaco Independent School District Parent and Family Engagement Policy can be found at the www.wisd.us website, in the student handbook, at parent meetings, and at the Parental Involvement Office located at 400 S. Oklahoma Street, Weslaco, Texas.

The Weslaco Independent School District Parent and Family Engagement Policy is in Spanish and English.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
George A. Lopez	Director	Migrant Program	
John F. Garlic	Director of Federal Programs	Title I	

District Planning Team

Committee Role	Name	Position
District-level Professional	Adrian Cantu	Social Studies Strategist
District-level Professional	Carolina Lopez	ELA Secondary Strategist
District-level Professional	Cathy Chamberlain	ELA Elementary Strategist
District-level Professional	Elias Trevino	Bilingual Director
District-level Professional	Janie Pena	Executive Director for C&I
District-level Professional	Julie Kelly	Instructional Technology Strategist
District-level Professional	Nora Lopez	Math Strategist
District-level Professional	Neil Garza	Special Education Director
District-level Professional	Norma Brewer	Student Support Services Director
District-level Professional	Oscar Riojas	Athletic Director
District-level Professional	Ron Bissett	Fine Arts Coordinator
District-level Professional	Samantha Mize	Advanced Academics Coordinator
District-level Professional	Sandra Avila	CTE Director
District-level Professional	Sue Peterson	Asst. Superintendent Secondary

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		164	\$9,000.00
1	4	1	SIPPS Training		\$4,500.00
1	4	1	Region One Training for Reading		\$6,000.00
1	4	1	Summer School Materials - Middle School		\$11,676.50
1	4	1	Summer School Materials- High School		\$7,200.00
1	4	2	Region One Staff Development - Writing		\$2,400.00
1	4	2	Writing Academy		\$0.00
1	4	7	Staff Development for Grades 6-8 ELAR and Eng. I & II		\$7,500.00
1	4	7	Instructional Coaching for Eng. I & II Teachers		\$36,000.00
1	4	7	Summer School ELAR Materials		\$11,196.00
1	5	1	Staff Development		\$3,000.00
1	10	1			\$0.00
3	2	3			\$0.00
Sub-Total					\$98,472.50
Budgeted Fund Source Amount					\$12,481,940.00
+/- Difference					\$12,383,467.50
State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	19	1	iStation software		\$0.00
1	19	2	training, training materials		\$0.00
1	19	3	Books for independent reading		\$0.00

State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	19	4	Books for independent reading		\$0.00
1	19	5	Multicultural experience venues, travel		\$0.00
1	19	6	classroom supplies and educational materials		\$0.00
1	19	7	classroom supplies, educational materials		\$0.00
1	19	8			\$0.00
1	19	9	leveled readers, training		\$0.00
1	19	10	training, training resources		\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,434,358.00
+/- Difference					\$2,434,358.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Summer School Reading Materials - Elementary		\$22,000.00
1	4	9	Summer Gains Literacy Kits		\$13,500.00
2	1	1			\$0.00
Sub-Total					\$35,500.00
Budgeted Fund Source Amount					\$8,349,275.00
+/- Difference					\$8,313,775.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
Sub-Total					\$0.00

Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$804,599.00
+/- Difference					\$804,599.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$534,627.00
+/- Difference					\$534,627.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$578,105.00
+/- Difference					\$578,105.00
Grand Total					\$133,972.50