Weslaco Independent School District

District Improvement Plan

2021-2022

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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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 Learning

Student Learning 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
Domain II: School Progress	88
Domain III: Closing the Gaps	80

(Source: TEA Domain I-III Student Achievement, 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
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

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
English II EOC	46	54	37	2
5th Science	16	84	59	31
8th Science	21	79	49	23
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/ READING	69%	69%	79%	65%	56%	37%	56.1%
Writing	63%	63%	*	59%	52%	*	40.6%
Math	82%	82%	94%	80%	77%	53%	67.9%
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 Learning 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 Learning Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 in 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

Summary of Processess and Program

The Weslaco ISD Instructional Technology Department is committed to providing a 21st Century learning environment for all staff and students to increase the engagement and academic achievement, including technology literacy, of all students. At the core of this goal, is building the capacity of all teachers to integrate technology effectively into curriculum and instruction

using blended learning to combine online and offline resources to maximize data-driven instruction with opportunities for personalized learning experiences. Emphasis is placed on the importance of ongoing and sustained staff development to support the personalization of instruction through blended learning and other innovative instructional strategies.

Our planning for technology is based on information drawn from many national and local sources, including

- 2018-2023 Texas Long Range Plan for Technology

- The annual COSN Driving K-12 Innovation Report

- ISTE NETS Standards for Teachers, Administrators, Technology Leaders, and Coaches.

- Staff surveys

- The Project Tomorrow Speak UP Survey

- WISD technology data use reports

Data gathered from staff surveys and the Project Tomorrow Speak Up survey provide meaningful information from teachers, administrators, coaches, and parents about their needs and technology trends. Our online systems provide feedback on patterns of technology usage related to frequency of device use, quantity of online learning resources, and learning experiences.

Goals

Technology systems and resources are powerful tools that can enhance teaching and learning experiences. It is the goal of the technology department for students to have access to anywhere, anytime learning to maximize engagement and achievement through blended learning. The overall plan is to:

1. Provide rich resources that can be used to support technology integration for personalized, blended learning.

2. Provide 1:1 age-appropriate devices for student use at school and at home.

3. Provide direct and indirect support to build teacher capacity to apply the tools to maximize student learning and engagement.

4. Provide guidance to campuses internet safety lessons and digital experiences that teach students digital citizenship. Communication will be provided to parents on the importance of safe digital practices.

Needs

Facilities: Classroom device connections hardware, classroom projector A/V updates, Classroom furniture to enhance blended learning experiences

Academics: Seesaw LMS for PK-K, RAZ+ for grades 1 & 2

Technology: 4000 Chromebooks, Device charging stations, laptops for teachers, Device monitoring software, internet equity

PD:

- Tools: Google for Education appsClassroom, Slides, Sites; Nearpod, Edpuzzle, RAZ+
- Learning Environments: Face-to-Face, Remote Conferencing, Virtual Learning Academy
- Personalized Blended Learning: RBL pilot teachers, District-wide teachers

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 John F. Garlic

WISD will focus it's professional development during the 2021-2022 school year on meeting the needs of staff and students as we come out of the pandemic. We have a strong blended learning foundation which we are reincorcing with virtual training and learning programs. We are also providing training in SEL due to the increased needs indentified. We have also added tarining for NWEA MAP and will work to fully implement it and utilize its' strength to identify interventions needed for our students who lost learning during the pandemic. The strategists are also supplementing the staff's professional development during their Professional Learning Communities (PLC) which enhances the districts' ability to effectively intervene in accordance with HB 4545.

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 it's 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 Christopher J. Fernandez

Weslaco ISD Fine Arts offers a wide variety of visual and performing arts classes in Elementary, Middle School and High School. We meet the state standard by offering a

minimum of two different fine arts courses (art & music) in our k-5 grades, grades 6-8 receive 3 out of the four required minimum (dance, Theatre & Music) and our 9th-12th grade students have a wide array of Fine Arts course they can take and participate such as but not limited to Theatre, Mariachi, Orchestra, Dance, Band, Choir and Art. The WISD Fine Arts Department uses TEKS to help set classroom objectives and relies heavily on the highly trained faculty to provide extracurricular opportunities for our students to further explore the arts. According to the most current research across all grade levels, students enrolled in visual or performing arts classes are twice as likely to graduate high school, 22% more likely to attend college, and are 15% more likely to me the commended status on standardized test than students with fewer fine arts courses. The 2021 State of The Arts Report demonstrates an unequivocal impact the arts have in shaping the cultural, economic and educational future in Texas. Weslaco ISD will provide students the most cutting-edge Fine Arts experience that the RGV has to offer by ensuring that we have highly qualified and dedicated faculty who receive top notch training and are exposed to best teaching practices and methods.

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

Weslaco ISD nursing staff create an environment of safety by continuously assessing students and staff for signs and symptoms of infectious diseases. They work closely with teachers, administration and staff creating an environment which makes healthy students a priority. Teachers will consult with the nurses to discuss health issues that may be negatively impacting the child's learning, The nursing staff also works closely with community agencies, physicians and local food banks to ensure our student's needs are met on a regular basis.

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

Strengths of Processes & Programs

Weslaco ISD prides itself in providing a state-of-the art learning environment. To that end the district has strong infrastructure and learning systems and resources in place.

Infrastructure

- An extremely robust infrastructure including a high speed Local Area Network and high capacity internet access of 10Gps.

- Over 24,000 student devices, including Chromebooks, PC computers, and iPads for our PK-K students.

- A wireless infrastructure that will have 1 dedicated wireless access point in each classroom.

- Over 2,000 active cameras to ensure security and safety

Learning Systems/Resources

- Technology department purchasing of programs which support content area learning:

    - **Nearpod**

    - **Edpuzzle**

    - **RAZ+**

    - **Google Workspace for Education**

    - **Clever** for single sign-on to support online learning resources, the vast majority of which are auto-rostered and synced on a daily basis to ensure easy access for teachers and students.

- The **Eduphoria Suite**, maintained by the technology department, provides a variety of critical tools ranging from student benchmarking delivery and analysis to staff evaluations.

- **eSchool**, our Student Information System, provides real time scheduling, grading, and demographic information to all stakeholders.

- **DRS**, the District Reporting System, provides important reporting on academic student data such as elementary reading levels, STAAR scores, etc.

- **Schoology** for online synchronous & asynchronous PD.

- **Raise Your Hand Texas Blended Learning** 3-year grant with the classroom launch at pilot campuses during the 2021-2022 school year.

- **Dyknow** assists teachers in monitoring school-issued devices from anywhere.

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 John Garlic

The strength of WISD staff devlopment lies in its system of Professional Learning Communities and the strategists who support them. WISD also has a very solid technology and blended learning foundation. Systems are in place to be flexible and meet the needs of staff and students. There is also a solid SEL support system for staff and student training in order to meet the diverse needs of the district.

SPECIAL PROGRAMS Neil Garza/Elias Trevino

 Special Education

Conduct Child Find to ensure that students who are suspected of having a disability and are in need of specially designed instruction and related services are evaluated.

Provide a Free and Appropriate Public Education (FAPE) to identified students.

Provide a continuum of alternative placements to students who are determined to be eligible for special education services.

Provide specially designed instruction and related services to eligible students.

Provide supplemental aids and services to include, but not limited to assistive technology, strategies for educators, allowable accommodations and behavioral intervention plans to assist eligible students.

Provide for training opportunities for staff on a variety of topics that include, but are not limited to allowable designated supports for state testing, Universal Design for Learning, reading instruction, behavioral interventions, etc.

Provide consultation to parents, teachers, administrative staff, and service providers.

Carry out requirements of the School Health and Related Services system.

Ensure compliance with state and federal laws/mandates.

 Bilingual Education

Asynchronous Differentiated Instruction Fiesta Conference - Late Summer and Fall 2021

- 33 Sessions Offered

Bilingual/ESL Academies

- Bilingual Comprehensive Test Prep sessions
- ESL Test Prep sessions
- BTLPT Test Prep sessions

Rio Grande Valley Conference for Teachers of Mathematics (RGVCTM)
Rio Grande Valley Conference for Teachers of Science (RGVCTS)
Title III Symposium
Early Childhood Symposium
Emergent Bilingual Teacher / Mentor Institute
Emergent Bilingual Administrator Institute

FINE ARTS Christopher J. Fernandez

Professional Learning Communities

- Fine Arts Teachers from across the district work together to plan and execute vertical alignment with their feeder pattern.
- Fine Arts Teachers build content specific curriculum for their grade levels to ensure horizontal alignment is occuring across campuses throughout the district.
- Directors & Sponsors can plan, schedule and coordinate performance dates without conflict.
- Directors & Sponsors collaborate more on public performances and community events.

District Events & Performances

- WISD Fine Arts Department host annual community events.
- WISD Fine Arts Partners and collaborates with The City of Weslaco and the Weslaco PD & FD.
- WISD Fine Arts partners with the EDC and local businesses to help promote the arts and fundraise.
- WISD Fine Arts Department host annual Fine Arts summer camps that culminate in a final community performance.

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.

- 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 Coffman

Weslaco ISD nursing staff create an environment of safety by continuously assessing students and staff for signs and symptoms of infectious diseases. They work closely with teachers, administration and staff creating an environment which makes healthy students a priority. Teachers will consult with the nurses to discuss health issues that may be

negatively impacting the child's learning, The nursing staff also works closely with community agencies, physicians and local food banks to ensure our student's needs are met on a regular basis.

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: 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 16: 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 17: 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 18: CTE Dept - More students need to achieve state industry-based certifications and/or Level 1 and 2 Post-Secondary Certificates so CCMR accountability can be increased. **Root Cause:** Not all teachers and courses of study offer industry-based certifications or Level 1 and/or 2 post-secondary certificates.

Problem Statement 19 (Prioritized): 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 20 (Prioritized): 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 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 21 (Prioritized): 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 22 (Prioritized): 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 23 (Prioritized): 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 24 (Prioritized): 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 25 (Prioritized): There is an increase of students getting infectious illnesses. **Root Cause:** Students lack the knowledge that keep germs from spreading to other students.

Problem Statement 26 (Prioritized): Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve

achievement. (21-22, Instructional Tech, Goal 1, 2, 4) **Root Cause:** Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.

Problem Statement 27 (Prioritized): Too many students are experiencing cyberbullying and overexposure to unsafe online experiences at school and at home, and all employees lack full understanding of safe and secure procedures and processes. (21-22, Instructional Tech, Goal 2 & 3) **Root Cause:** Students, staff, and parents lack knowledge about internet safety/cyberbullying and processes in place to ensure a safe online experiences..

Problem Statement 28 (Prioritized): Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause:** Inequitable access to devices and connectivity for learning.

Problem Statement 29 (Prioritized): Current professional development in personalized blended learning and other innovative instructional practices does not meet all teacher needs. (21-22, Instructional Tech, Goal 4) **Root Cause:** A plan for differentiated purposeful teacher growth in personalized learning is not in place.

Problem Statement 30: The WISD Fine Arts Department does not have enough resources to support a cycle of professional development for staff to attend outside of The Rio Grande Valley. **Root Cause:** Many of the Fine Arts Budgets do not have money allocated for PD or there is not enough allocated to support multiple staff members in that department.

Problem Statement 31: Fine Arts Staffing across the district is incomplete, unbalanced or improperly assigned.. **Root Cause:** The need to reevaluate the strengths and weaknesses of all campus Fine Arts programs will avail that discrepancies range from lack of recognition to underqualified faculty operating under funded programs.

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.

Each WISD campus provides a Title 1 meeting in which parents are explained the requirements of this part, and the right of the parents to be involved. All parents are welcomed on campus and if they have any concern or questions they can call the campus principal, campus administrators or the campus support staff. At this moment the parent centers are not open due to COVID-19. We work very closely with the community. Our WISD community members are very generous when it comes to providing our students with resouces such as school supplies, shoes and unforms. There are 2 local churches that fund the In His Image Uniform Bank and the In His Step Shoe Bank. Local community members also present at different campuses sharing information about thier programs. All information that is provided to parents is provided in English and Spanish. We have a signifcant population of Spanish speaking parents. Parents are provided with the opportunity to be part of district and campus committees. Parents are selected based on a volunteer bases. Some parents may not particpate in school activities, functions or meetings due to COVID-19, lack of transportation, or financial resources.

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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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.

Each year students, staff, parents, and community members are encouraged to participate in the Project Tomorrow Speak Up Survey, available in English and Spanish. This survey is an easy way for students, parents and educators to participate in local decisions about technology, as well as contribute to the state and national dialogue about digital learning.

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 4: 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 4: 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 4 Areas: Student Learning

Problem Statement 5: 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 5: 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 5 Areas: Student Learning

Problem Statement 6: 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 6: 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 6 Areas: Student Learning

Problem Statement 7: Limited implementation of differentiation and modification for G/T students in core classes.

Root Cause 7: Lack of appropriate and/or up to date training in the Gifted and Talented education field.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Middle School G/T Pull-Out Program conflicts with some scheduling of advanced classes at middle school campuses.

Root Cause 8: Advanced classes were assigned to students during the periods they are to 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 8 Areas: District Processes & Programs

Problem Statement 9: Lack of data being desegregated by teachers to track G/T student progress and increase their grades in class and on exams.

Root Cause 9: G/T students are not often students of concern because they usually preform above the average ability of their peers.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Lack of family and community engagement in G/T showcases and program evaluations.

Root Cause 10: Parents are not used to having G/T functions to attend or yearly evaluations to complete.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: 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 11: The cause is the lifestyles led by some of the staff. There is a lack of understanding and commitment of healthy practices.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Not all campuses have full-time nurses to service the campuses from 8:00 - 4:00 daily.

Root Cause 12: A couple of the campus nurses retired or resigned and they were not replaced due to funding shortages.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: There is an increase of students getting infectious illnesses.

Root Cause 13: Students lack the knowledge that keep germs from spreading to other students.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve achievement. (21-22, Instructional Tech, Goal 1, 2, 4)

Root Cause 14: Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Too many students are experiencing cyberbullying and overexposure to unsafe online experiences at school and at home, and all employees lack full understanding of safe and secure procedures and processes. (21-22, Instructional Tech, Goal 2 & 3)

Root Cause 15: Students, staff, and parents lack knowledge about internet safety/cyberbullying and processes in place to ensure a safe online experiences..

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2)

Root Cause 16: Inequitable access to devices and connectivity for learning.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Current professional development in personalized blended learning and other innovative instructional practices does not meet all teacher needs. (21-22, Instructional Tech, Goal 4)

Root Cause 17: A plan for differentiated purposeful teacher growth in personalized learning is not in place.

Problem Statement 17 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

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 2022, STAAR EOC data will reflect the closing of the Covid-19 gap by returning to or exceeding the 2019 scores. The number of students who score at the Approaches level on the 8th grade Social Studies STAAR assessment will increase to 68% or greated in Spring 2022.
In addition, the percentage of U.S. History students who score at the Approaches Level on the STAAR EOC assessment will increase to 86% or greater in Spring 2022.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Effective Strategies in Social Studies:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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)				
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5				
Funding Sources: - Title 1, Part A - 255 - $10,000				
Strategy 2 Details	**Reviews**			
Strategy 2: Test preparation materials for STAAR Social Studies and U.S. History EOC	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration				
Funding Sources: - State Comp Ed (SCE) - $7,200				

Strategy 3 Details	Reviews			

Strategy 3: 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
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC
 	
    Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: 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.
    Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Support for ELAR.
    Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration
    Title I Schoolwide Elements: 2.6
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Social Studies Workshops, PLCs, and training for strategist and teachers.
 	
Support for teachers on latest development and changes in regards to TEKS.
    Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.
 	
Improved learning opportunities.
    Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration
    Title I Schoolwide Elements: 2.6
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Promote literacy through in and beyond the classroom.	Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. *Scholastic Magazines *NewsELA *Studies Weekly **Staff Responsible for Monitoring:** Social Studies Strategist, Campus CIF **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Opportunities for strategist and teachers to local, state, and national conferences and workshops.	Formative			Summative
Strategy's Expected Result/Impact: Improved performance for all populations on STAAR/EOC. Region One TCSS TSSSA NCSS TEKSCon **Staff Responsible for Monitoring:** Social Studies Strategist **Title I Schoolwide Elements:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide training on accelerated instruction.	Formative			Summative
Strategy's Expected Result/Impact: Support teachers with accelerated instructional strategies to overcome gap the developed due to pandemic. S3 TCM **Staff Responsible for Monitoring:** Social Studies Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 2022, we will close the gap created by COVID-19 and score at or above where we were pre-pandemic in the Spring of 2019, namely 83% | 56% | 24% on approaches, meets, and masters, in Science district-wide.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings.	**Formative**			**Summative**
* Create CBAs/ benchmarks and curriculum documents so that true backwards planning can take place	**Nov**	**Jan**	**Mar**	**June**

* Provide PD on backward planning and collaboration among district teachers
* Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it.
* Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers
* Accelerated Learning Training
*S3 Strategies Training
*Region 1 Training
*TEKSCON
*CAST
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *District CBA's/ Benchmarks
    *NWEA MAPS
    *STAAR/EOC
    Staff Responsible for Monitoring: Science Strategist
    Science CIFs
    Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Provide purposeful data-driven instruction.	**Formative**			**Summative**
*Use of NWEA MAP Diagnostic Assessment * Provide PD on data analysis and methods of re-teach to teachers and leaders *Hold data chats with tested area teachers * Provide AWARE system with test banks and train teachers on how to create aligned formative assessments	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
*District CBA's/ Benchmarks
*STAAR/EOC
   Staff Responsible for Monitoring: Science Strategist
Science CIFs
Campus Administration
   Title I Schoolwide Elements: 2.4, 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.	**Formative**			**Summative**
*Updated IFDs *Long-Term Plan *Updated YAG *CBAs and Benchmarks *Shared District Backward Planning Documents	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
*District CBA's/ Benchmarks
*NWEA Maps
*STAAR/EOC
   Staff Responsible for Monitoring: Science Strategist
Science CIFs
Campus Administration
   Title I Schoolwide Elements: 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:
**Discovery Education Techbooks
*StemScopes
*EduSmart
**Gizmos & Science4Us
*Education Galaxy
*Scientific Minds
*APEX
**Measuring Up Live 2.0/ SIRIUS
*Elementary Foss online textbook
*Middle School Savvas Realize online textbook
*Biology: My HRW Online by Holt McDougal
*Chemistry: A Natural Approach to Chemistry by Lab Aids
*Physics: Essential Physics by Pasco Scientific

** Indicates a resource added due to changing needs brought about by COVID and distance learning

> **Strategy's Expected Result/Impact:** Increased performance of students on assessments
>
> *District CBA's/ Benchmarks
> *NWEA Maps
> *STAAR/EOC
>
> **Staff Responsible for Monitoring:** Science Strategist
> Science CIFs
> Campus Administration
>
> **Title I Schoolwide Elements:** 2.4, 2.5

Strategy 5 Details	Reviews			
Strategy 5: Allocate supplemental resources to support effective science instruction and assessment reviews	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*TRS *Sirius Education *Measuring Up *Lab Equipment and Supplies *TEKS Banks *STAAR Test Maker *Science Fair				

Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
   *District CBA's/ Benchmarks
   *NWEA Maps
   *STAAR/EOC
   Staff Responsible for Monitoring: Science Strategist
   Science CIFs
   Campus Administration
   Title I Schoolwide Elements: 2.4, 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 3: By Spring 2022, the gap created by unfinished learning will close and students, district-wide, taking the STAAR/EOC Math assessments will score at or above the 2019 Spring STAAR/EOC assessment: 84% at Approaches, 53% at Meets, and 26% at Masters.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
NWEA MAP Data
District Benchmark Data

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*Updated IFDs
*Backwards Design Document
*Instructional Considerations for Purposeful Planning (ICAPP) Document - Accelerated Learning
*Create formative assessments, including the new STAAR Item Types
*Curriculum writing
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC
    Staff Responsible for Monitoring: Elementary Math Strategist
Secondary Math Strategist
Math CIFs
Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Student Learning 1, 2
    Funding Sources: TEKS Resource System - General Fund - $24,250, TEKSCON August 2022 - TRS Conference - General Fund - $2,282.41, Curriculum Writing - Title II Part A - $12,675				

Strategy 2 Details	Reviews			
Strategy 2: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*Reflex Math Grades 2-5
*Imagine Math Grades K-Algebra
*Imagine Learning Fact Fluency Grades 6-8
*Envision Math-SAVVAS (Formally Pearson)
*ST Math Grades K-5th
*HMH Holt McDougal
*ALEKS-McGraw Hill ConnectEd
*Texas Home Learning 3.0
*APEX for TSI and ACT Review
*Sirius Education Solution
*BrainingCamp Virtual Manipulatives
*iReady Connect/Think Up! Math

Strategy's Expected Result/Impact: Increased performance of students on assessments:

*Curriculum Based Assessments
*District Benchmarks
*STAAR/EOC

Staff Responsible for Monitoring: Elementary Math Strategist
Secondary Math Strategist
Math CIFs
Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 2

Funding Sources: Imagine Learning Fact Fluency Program - Grades 6-8 - ESSER - $16,000, Sirius Education Solution Grades 3-Algebra I - ESSER - $29,139, SAVVAS Summer Impact Print + Digital Learning Package - Title IV - $47,157.81, BrainingCamp Virtual Math Manipulatives - ESSER - $8,415, District Online Licenses for iReady Connect/ThinkUp! Math - ESSER - $97,728.12, Secondary Math Online Licenses for ALEKS McGraw Hill - ESSER - $80,833.50, District Online Licenses for Imagine Math (K-Algebra) & Reasoning Mind STAAR Readiness Grades 3-5 - General Fund - $135,300, District Online Licenses for Reflex Math (2-5) - IMA Funds - $21,603.38

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics	**Nov**	**Jan**	**Mar**	**June**

*TRS Differentiating Performance Assessments
*Math Tasks
*Number/Math Talks
*Workstations
*Mathematics Readers
*Daily Math Fact Fluency Center
*Differentiated Math Centers
*Daily Math Fluency Kits
*Nearpod
*Jamboard

    Strategy's Expected Result/Impact: Increased performance of students on assessments

    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC

    Staff Responsible for Monitoring: Elementary Math Strategist
Secondary Math Strategist
Math CIFs
Campus Administration

    Title I Schoolwide Elements: 2.5, 2.6

    Problem Statements: Student Learning 1, 2

Strategy 4 Details	Reviews			
Strategy 4: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*RVGCTM - 2022
*CAMT - 2022
*Region I
*TEKSCON - July 2022
*Teacher Created Materials - Accelerated Learning Strategies
*S3Strategies
*TRS Planning for Mastery Virtual Sessions
*Coaching for Guided Math Implementation
*Strategies for Implementing Guided Math - Book Study
*Implementing Guided Math Tools for Educational Leaders - Book Study
*TASM Conference
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC
 	
    Staff Responsible for Monitoring: Elementary Math Strategist
Secondary Math Strategist
Math CIFs
 	
    Title I Schoolwide Elements: 2.5
 	
    Problem Statements: Student Learning 1, 2
 	
    Funding Sources: Staff Development for Guided Math Implementation - ESSER - $33,000, TASM Conference - State Comp Ed (SCE) - $180				

Strategy 5 Details	Reviews			
Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*Curriculum Based Assessments
*Benchmarks
*NWEA MAP Diagnostic Assessments
*TEKS Resource System - Formative Assessment Items
*Online Program-Imagine Math PK - Algebra, Imagine Learning Fact Fluency MS, Reflex Math
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC
    Staff Responsible for Monitoring: Elementary Math Strategist
Secondary Math Strategist
Math CIFs
Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Student Learning 1, 2				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Allocate supplemental resources to support effective math instruction and assessment reviews	**Nov**	**Jan**	**Mar**	**June**
*TRS *Mentoring Minds *TEKS Bank *Texas Test Maker *Sirius Education *STAAR/EOC Guides *Math Intervention Kits *Graphing Calculators **Strategy's Expected Result/Impact:** Increased performance of students on assessments *Curriculum Bases Assessments *District Benchmarks *STAAR/EOC **Staff Responsible for Monitoring:** Math Strategist Math CIFs Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** TI 84 Plus CE Python EZ-Spot with EZ-Spot Covers MS-HS - ESSER - $481,873.20				
0% No Progress	100% Accomplished		→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
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.

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: By Spring 2022, the learning gap due to Covid 19 will close and students district-wide, taking the STAAR/EOC Reading Language Arts assessments, will score at or above the 2019 Spring STAAR/EOC assessments at the Approaches Level of 72%. In addition, English I students will maintain or exceed the Approaches Level of 60% and English II students at 61%.

HB3 Goal

Evaluation Data Sources: STAAR Data
District Benchmark Data
NWEA Map Growth Data

| Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonemic and Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *NWEA Map *Fountas & Pinnell *TX KEA *District Benchmarks *STAAR assessments *Istation ISIP *Writing Portfolios *Formative Assessments				
Staff Responsible for Monitoring: RLA Strategist ELAR CIFS Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: SIPPS Training - State Comp Ed (SCE) - $4,500, Region One Training for Reading - State Comp Ed (SCE) - $6,000, Summer School Reading Materials - Elementary - Title 1, Part A - $22,000, Staff Development Attendance - General Fund - $428.54, Summer School Materials - Middle School - State Comp Ed (SCE) - $11,676.50, Summer School Materials- High School - State Comp Ed (SCE) - $7,200				

Strategy 2 Details	Reviews			
Strategy 2: Provide staff development, guidance and support in RLA.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Performance and progress on:	**Nov**	**Jan**	**Mar**	**June**
*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments *TLP-SIPPS *Texas Reading Academies *Region One - Planning for Mastery, Accelerated Instruction *TEKS Con *TCM - Writing Across All Content Areas *TCM - Accelerated Instruction *Savvas Realize *APEX *ThinkUp!/iReady *NoRedInk *NewsELA *Guided Reading Framework & Coaching *SIPPS Coaching Collaborative *Guided Reading *NWEA Map **Staff Responsible for Monitoring:** RLA Strategist ELAR CIFS Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Updated IFD Documents *Vertical Alignment Document *Backward Design Document *RLA Assessment Creator Passages by Unit *Curriculum Based Assessments - new STAAR redesign item types *District Benchmarks - new STAAR redesign item types *STAAR assessments *Planning for Mastery *Curriculum Writing **Staff Responsible for Monitoring:** RLA Strategist ELAR CIFS Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** TEKS Resource System - General Fund - $24,250, Attend TEKS Resource System Conference August 2020 - General Fund - $1,600				

Strategy 4 Details	Reviews			
Strategy 4: Promote literacy through in and beyond the classroom.	Formative			Summative
Strategy's Expected Result/Impact: *Improved reading results on state and district assessments. *Literacy Champion Family Initiative *Classroom Libraries *Scholastic Magazines *NewsELA *Summer Reading Activities *RLA District Newsletters **Staff Responsible for Monitoring:** RLA Strategist ELAR CIFs **Funding Sources:** Summer Gains Literacy Kits - Title 1, Part A - $13,500	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Integrate the application of technology to promote a blended learning environment in RLA classrooms to support accelerated instruction through various online programs:	Nov	Jan	Mar	June

*Istation K-8
*SAVVAS My View K-5
*SAVVAS My Perspectives 9-12
*iReady Connect/Think Up! 3-5
*APEX 6-12
*NoRedInk 6-12
*NewsELA 2-12
*Education Galaxy 3-4
*Scholastic Digital Magazines 6-12
*SIPPS K-3
*ProblemAttic 2-12
*CLI Engage
*TEKS Resource System
*SIRIUS

Strategy's Expected Result/Impact: Increased performance of students on assessments:

*Curriculum Based Assessments
*District Benchmarks
*STAAR/EOC

Staff Responsible for Monitoring: RLA Elementary Strategist
RLA Secondary Strategist
RLA CIFs
Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 2

Strategy 6 Details	Reviews			
Strategy 6: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need	Formative			Summative
	Nov	Jan	Mar	June

*District Curriculum Frameworks
*Curriculum Based Assessments
*Benchmarks
*NWEA MAP Diagnostic Assessments
*TEKS Resource System
*Online Programs-Istation ISIP, CLI Engage, iReady/ThinkUp!, SAVVAS, TLP-SIPPS, SIRIUS
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    *Curriculum Based Assessments
    *District Benchmarks
    *STAAR/EOC
    Staff Responsible for Monitoring: Elementary RLA Strategist
Secondary RLA Strategist
RLA CIFs
Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
    Problem Statements: Student Learning 1, 2				

0% No Progress **100%** Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
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.

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 quality education through effective programs to complete high school and be prepared for post-secondary education. By the end of the 2021-2022 school year, we hope to increase college, career, and military readiness by at least 5%. Increase completion rate and minimize the gap between sub-populations to less than 5%

Evaluation Data Sources: Graduation Rate, Dropout Rate, College Readiness, post-secondary enrollment and performance, benchmark data.

Strategy 1 Details	Reviews			
Strategy 1: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor **Funding Sources:** Staff Development - State Comp Ed (SCE) - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of student participation in dual enrollment courses by providing staff development opportunities to teachers and staff.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Increase graduation rate by 5%.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor				

Strategy 4 Details	Reviews			
Strategy 4: Provide suicide prevention programs and awareness to all students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor				

Strategy 5 Details	Reviews			
Strategy 5: Implement a strong conflict resolution program that promotes positive relationships and student success.	**Formative**			**Summative**
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department at each campus.	**Formative**			**Summative**
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Implement pregnancy related services programs at each of the secondary schools.	**Formative**			**Summative**
Staff Responsible for Monitoring: District Staff Campus Staff Counselor PRS Teacher	**Nov**	**Jan**	**Mar**	**June**

| Strategy 8 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principal Subject Area Administrators Professional Learning Communities Teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 9 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principal Subject Area Administrators Professional Learning Communities	**Nov**	**Jan**	**Mar**	**June**

Strategy 10 Details	Reviews			
Strategy 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. **Staff Responsible for Monitoring:** Campus Principal Subject Area Administrators Professional Learning Communities Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 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.	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ 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 May 2022, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Targeted or ESF High Priority

Evaluation Data Sources: Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum-based measures, progress reports, report cards, District benchmarks; Regional EOC/STAAR Performance Reports, and State Accountability System results

Strategy 1 Details	Reviews			
Strategy 1: Implement an Orton-Gillingham intervention program with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring, walk-throughs, STAAR and STAAR EOC's	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dyslexia Teacher, Campus Administration, Dyslexia Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Herman Method, Language Live, Susan Barton, Scottish-Rite - State Special Education				
Strategy 2 Details	Reviews			
Strategy 2: Implement staff development on how to use instructional strategies in reading, the Dyslexia Handbook, and the understanding of the written language to assist students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' Progress Reports, Progress monitoring reports, improved Reading and Writing STAAR and STAAR EOC scores **Staff Responsible for Monitoring:** Dyslexia Teacher, ELA Teacher, General Education Teacher, Campus Administration, Dyslexia Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability** **Funding Sources:** Staff Development, Technological resources (software, hardware), training resources, human capital - State Special Education				
Strategy 3 Details	Reviews			
Strategy 3: Implement accommodations for eligible students to assist students in reading and writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' progress reports, progress monitoring, Kurzweil 3000 reports, improved Reading and Writing STAAR and STAAR EOC scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Kurzweil, Technological resources (software, hardware), Handwriting Without Tears, Learning Ally - State Special Education				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ 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 7: To increase Gifted students' performance Mastering Grade Level Standards on the state assessments and gain college credit through AP exams and dual enrollment courses by 3%. To increase the identified Gifted student population to mirror the District's population by 3%.

Evaluation Data Sources: TEA Data Reports
Cognos Reports
Eduphoria Reports
AP Classroom
SpringBoard
NWEA MAP

Formative and Summative assessments.

Student surveys of GT Program and Teachers.
Parent surveys of GT Program and Teachers.

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 GT program, activities, Assignments, and projects specifically for Gifted and Talented students.

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

Online testing: Riverside Insights for CoGAT and IOWA Basic Skills tests

Online Staff Development: Responsive Learning

Support from the Advanced Academics Coach.

Strategy 1 Details	Reviews			
Strategy 1: GT identified K-12 grade students will be serviced via differentiated strategies by their core content teachers and advanced classes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: K-12 GT students will be prepared with a curriculum that is embedded with rigor, innovative projects, and activities that will reflect creativity and prepare them for high school and beyond. K-8 teachers with GT students will complete "GT Service Records" for all GT students and share them with all content areas teachers to document what differentiation is taking place. They will be checked quarterly and completed by semester. All students in these grade levels will be a part of a GT Pull Out Program. K-8 grade students will complete TPSP projects. All GT students will have a virtual folder where documents for the project and the final project will be collected. There will be a showcase in May. 9-12 grade GT students will take accelerated classes and additional differentiation will be given by their teachers and adjunct professors. Pre-AP supplemental material and additional supplements have been purchases to assist with differentiation and both formative and summative assessments. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Advanced Academics Coach Campus Administration Campus GT Coordinator Teachers **Title I Schoolwide Elements:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Exemplary Column Expectations: Ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5. Counselors and campus administration, in charge of making decisions (all administrators) has received training in Nature and Needs Assessment of gifted students and a six hour update each year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All GT students will be serviced by teachers are in compliance with the Texas State Plan. Administrators and counselors will take 6 hour updates to stay up to date with GT pedagogy. Teachers, administrators, 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. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data regarding the number of GT identified students receiving a Level 3 Advanced Academic Performance rating on STAAR. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Campus Facilitator Director of Assessments	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Identify areas needing improvement and develop curriculum and engaging instructional support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Areas will be identified and action plan will be put in place to achieve areas of improvement. Renzulli Learning will assess the learning styles and interest of the GT students K-8. Results will be used to plan for the next school year. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Campus Principals GT Coordinators Teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Develop a plan for program evaluation of the Gifted Program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Advanced Academics Coordinator Campus Administrators GT Coordinators Teachers				

Strategy 6 Details	Reviews			
Strategy 6: The district involves family and community members in services designed for Gifted and Talented students throughout the school year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services. Information sessions are held annually to inform and demonstrate to parents what the G/T program has to offer. District website will be updated monthly to reflect new and exciting descriptions, pictures, and projects of students. **Staff Responsible for Monitoring:** AdvacnedAcademics Coordinator				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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District #108913
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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 Fine Arts Department will increase student participation in the arts by 2% annually.

Evaluation Data Sources: Current Year's WISD Fine Arts Census Report
Current Year's Campus Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city leaders and organizations to collaborate in the planning of joint events. **Staff Responsible for Monitoring:** Ensemble Directors Fine Arts Programs Director				

Strategy 2 Details	Reviews			
Strategy 2: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year. **Staff Responsible for Monitoring:** Visual Arts Teachers Fine Arts Programs Director				

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Weslaco ISD students will be successful at competitions through individual and group performance. **Staff Responsible for Monitoring:** All WISD Performing and Visual Arts Teachers Fine Arts Programs Director				

Strategy 4 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The WISD Fine Arts Fiesta will educate the community on the importance of the arts in a child's education. **Staff Responsible for Monitoring:** Fine Arts Programs Director Fine Arts Council All Fine Arts Teachers of WISD				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 9: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure that 70% of the students prepare for the rigors of STAAR, EOC, AP, ACT/SAT and all other academic curriculum. Books and ebooks will be purchased through ESSER funding to add to the collections and improve the collection age.

Evaluation Data Sources: 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

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Librarian will integrate library instruction with classroom instruction through librarian/teacher planning meetings. Limited planning and collaboration at the elementary level are due to the type of library scheduling services. **Staff Responsible for Monitoring:** Campus Library Staff Teachers District Library Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 **Funding Sources:** Library books and instructional resources - State Comp Ed (SCE)				
Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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.
Staff Responsible for Monitoring: Campus Library Staff
Teachers
District Library Staff
Title I Schoolwide Elements: 2.4, 2.5

0% No Progress   100% Accomplished   Continue/Modify   X 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 10: 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 Sources: Recruitment records
Number of students returning to a specific athletic program
UIL participation submittals

Strategy 1 Details	Reviews			
Strategy 1: Increase participation numbers for all programs 7-12.	**Formative**			**Summative**
All facilities continue to support the growth of our programs	**Nov**	**Jan**	**Mar**	**June**
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				
Strategy's Expected Result/Impact: Continue to enforce the No Cut policy Weekly meetings with staff Growth numbers to continue and stay strong throughout the year Hold staff accountable **Staff Responsible for Monitoring:** Athletic Director Assistant Athletic Director Campus Athletic Coordinator				
Strategy 2 Details	**Reviews**			
Strategy 2: Encourage physical Education as a life long lesson	**Formative**			**Summative**
Staff Responsible for Monitoring: Physical Education Teachers	**Nov**	**Jan**	**Mar**	**June**
Physical Education District Coordinators				

Strategy 3 Details	Reviews			
Strategy 3: 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Ensure that we meet the needs of students of all ability levels, including students with disabilities.				
Additionally, WISD must 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.				
Strategy's Expected Result/Impact: Monitor Class enrollments				
Monitor contact minutes				
staff development sessions				
continue to provide resources to staff to ensure student engagement				
Staff Responsible for Monitoring: Athletic Director				
Campus Principal				
Physical Education Teachers				
District Physical Education Coordinators				
Strategy 4 Details	Reviews			
Strategy 4: Physical Education Requirements	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Physical Education				
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.				
Physical activity requirements				
State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.				

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.

School districts are required to conduct physical assessments for students in grade 3 or higher who are enrolled in a PE course.

Find more information on curriculum/instruction
Strategy's Expected Result/Impact: Monthly activity calendar that provides a daily activity minutes log to include:
brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices

Continuous monitoring of campus utilization of SPARK Curriculum

Campus participation with SHAC, Fitnessgram
Staff Responsible for Monitoring: Campus Principal

Assistant Superintendent C&I Elementary

Assistant Superintendent C&I Secondary

Campus Physical Education Teachers

District Physical Education Coordinator

Athletic Director

| 0% | No Progress | 100% | Accomplished | ➡ | Continue/Modify | ✖ | 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 11: Student achievement and success will be supported through the provision of 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 a 6% increase in the number of students meeting CCMR accountability goals.

Evaluation Data Sources: TAPR Report, District, Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Strategy 1 Details	Reviews			
Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement (primarily) on TAPR performance levels in all tested subjects (primarily ELA, Science & SS) **Staff Responsible for Monitoring:** 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 **Funding Sources:** - State Career and Technical - $4,868,875, - Perkins Career & Technical Education - $175,186				

Strategy 2 Details	Reviews			
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** 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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Career and Technical - $417,723, - Perkins Career & Technical Education - $48,487				

Strategy 3 Details		Reviews			
Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by at least 1% through training for more certification opportunities.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2019-20 that will be based on this school year					
Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist					
Funding Sources: - State Career and Technical - $118,500, - Perkins Career & Technical Education - $6,300					

Strategy 4 Details		Reviews			
Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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.					
Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Asscociates, CTE Instructional Staff					
Funding Sources: - State Career and Technical - $224,750, - Perkins Career & Technical Education - $11,780					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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: By the end of year 2021-2022, STAAR and EOC scores for students serviced by special education will increase 5%.

Targeted or ESF High Priority

Evaluation Data Sources: RDA Report, District & Regional EOC/STAAR Performance Reports, State Accountability System results, and State Performance Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide training to designated stakeholders on instructional strategies, use of various learning platforms, Universal Design for Learning, designated supports, behavioral strategies/supports, and IEP requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of year 2021-2022, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators. **Staff Responsible for Monitoring:** Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **Results Driven Accountability** **Funding Sources:** Staff development, training materials, technology software - State Special Education				

Strategy 2 Details	Reviews			
Strategy 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 (both in person and/or remotely), and the provision of services deemed necessary by the ARD committee.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By the end of year 2021-2022, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress **Staff Responsible for Monitoring:** Special Education staff and Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability** **Funding Sources:** Staff development, training materials, human capital, testing materials, technology resources (software, hardware) - State Special Education				
0% No Progress 100% Accomplished → Continue/Modify ✗ 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: During the 2021-2022 school year, develop a plan for personalized, blended learning implementation. (Instructional Technology)

Evaluation Data Sources: Personalized, blended learning implementation plan for content teachers K-12.
1) RBL Pilot plan
2) K-12 content teachers plan

Strategy 1 Details	Reviews			
Strategy 1: Develop and publish a plan for district-wide personalized, blended learning using the Raising Blended Learners Student Experience Continuum, with an emphasis on Personalized Instruction, Student Agency, and Relationships. (2021-2022)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Identify 20% of core teachers implementing personalized, blended learning instruction with fidelity. **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist **Problem Statements:** District Processes & Programs 26				

Strategy 2 Details	Reviews			
Strategy 2: Develop a plan with RBL pilot campus leaders and teachers for RBL implementation of first-year components.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Cohort 1 teachers implement the RBL year 1 plan with fidelity. Cohort 2 teachers identified and provided with background knowledge. **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist Ida Cuadra, Principal Linda Hernandez, Principal Monica Vanderveer, Principal Celinda Guajardo, Principal **Problem Statements:** Student Learning 2 - District Processes & Programs 26				

Strategy 3 Details	Reviews			
Strategy 3: Develop a blended learning teacher resources/collaboration Google Site.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology
Julie Kelly, Instructional Technology Strategist
Sandra Guerra, Information Technology Director
Victor Gunnoe, Programmer/Analyst

Problem Statements: District Processes & Programs 26, 28

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 13 Problem Statements:

Student Learning
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.

District Processes & Programs
Problem Statement 26: Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve achievement. (21-22, Instructional Tech, Goal 1, 2, 4) **Root Cause**: Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.
Problem Statement 28: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause**: Inequitable access to devices and connectivity for learning.

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: 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%.

    Targeted or ESF High Priority

    Evaluation Data Sources: Monthly circulation statistics
Observations, conversations, student artifacts, online and social media posts

Strategy 1 Details			Reviews			
Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environments.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment. **Staff Responsible for Monitoring:** Librarians						
Strategy 2 Details			Reviews			
Strategy 2: Librarians will provide library programming on site or remotely.			**Formative**			**Summative**
Strategy's Expected Result/Impact: At least 70% of the students will participate in the library celebrations provided district-wide. **Staff Responsible for Monitoring:** Librarians			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 15: By Spring 2021-2022 school year the percentage of Migrant students who score approaches level will increase on STAAR 3-8 by 2% in Math, 6% in Reading, 4% in Science and 16% in Social Studies. The Migrant EOC Passing rate will increase by 5% in Math, 6% in Science, 2% in Social Studies and 17% in English Language Arts. PFS students will be provided with supplemental services and interventions by 50% increase utilizing the Migrant Instructional Assistants. The annual Migrant drop out rate will decrease by 2%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, EOC data, Results Driven Accountability, TELPAS, District Benchmark Data, CBA's, Migrant middle school survey issued by TEA via Region One ESC, teacher observation forms, student and parent surveys.

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized and data-driven reading & mathematics instructional support services to PFS Migrant elementary, middle school migrant and high school students. Small group & individualized tutoring designed specifically for students' needs, ie; homework assistance and tools at home, dictionary, hot spots, chromebooks, table of contents, glossary etc...(via-virtual instruction, pending approval of back to school in-person learning).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 2% overall increase in 3-8 STAAR Math and 5% overall increase in EOC Math. 6% overall increase in 3-8 STAAR Reading and 17% overall increase in EOC English Language Arts.
 	
  Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assistants
 	
  Results Driven Accountability - Equity Plan				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate/provide migrant student graduation support and advocacy (e.g., montitoring 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., credict accrual, credit recovery, inter/intra state coordination, TMIP. (via-virtual instruction, pending approval of back to school in person learning).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 2% decrease in Annual Drop-Out rate.
 	
  Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks.
 	
  Results Driven Accountability - Equity Plan				

Strategy 3 Details	Reviews			
Strategy 3: Coordinate/Implement In State & Out Of State College Recruitment Trips, Leadership Workshops, STEM (Researched Based Projects) (via-virtual and zoom format, pending back to school in person learning and lift on school district travel ban for student in-state and out of state field trips due to current Covid-19 Pandemic.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Migrant Director, Migrant Strategist, Migrant Interventionist **Staff Responsible for Monitoring:** Campus Administrative Staff, Migrant Secondary Strategist & Migrant Specialist, Campus Counselors **Results Driven Accountability - Equity Plan**				

Strategy 4 Details	Reviews			
Strategy 4: The Migrant Department will provide a Supplemental Summer Program to enhance and/or enrich the struggling child or the child needing to advance. In addition accelerated instruction and enrichment camps will be provided via-virtual instruction, pending approval of back to school in person learning.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 10% increase in summer participation of enrichment program. **Staff Responsible for Monitoring:** Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks. **Results Driven Accountability - Equity Plan**				

Strategy 5 Details	Reviews			
Strategy 5: Migrant 3 and 4 year olds will receive A Bright Beginning Program: a home-based research-based TEA approved program that provides an opportunity to begin early childhood education.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 5% increase of ABB students. **Staff Responsible for Monitoring:** Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks. **Results Driven Accountability - Equity Plan**				

Strategy 6 Details	Reviews			
Strategy 6: The Migrant Department provides early intervention for migrant students with learning needs through the use of Migrant Instructional Assistant and a Migrant funded teacher. Supplemental instructional support for Migrant PK-12 grade students who are PFS and performing below the expected level of instruction. Collaboration with parents, teacher and administrators to provide reading and math skills. Families will receive self-selected home library for each migrant household.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the reading and math skills of low performing Migrant students. **Staff Responsible for Monitoring:** Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks. **Results Driven Accountability - Equity Plan**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 16: By the end of the 2021-2022 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%

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Accountability Data, RDA Report, CBAs and Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Assess all 7th grade students who did not meet passing requirement on STAAR Reading the first four weeks of school with iStation to find all student's independent instructional and frustration levels of reading	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase independent reading levels of all students **Staff Responsible for Monitoring:** Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** NWEA Map Software - State Comp Ed (SCE)				
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development opportunities on independent reading, small-group reading, and literature	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional growth in area of Reading for participants. **Staff Responsible for Monitoring:** WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** training, training materials - State Bilingual/ESL				
Strategy 3 Details	Reviews			
Strategy 3: Provide student-choice reading selections through the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase independent reading levels of all students **Staff Responsible for Monitoring:** Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Books for independent reading - State Bilingual/ESL				

Strategy 4 Details	Reviews			
Strategy 4: Incorporate independent reading in English or ESL block; conference with several students daily on their chosen text.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase independent reading levels of all students **Staff Responsible for Monitoring:** Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist **Title I Schoolwide Elements:** 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Books for independent reading - State Bilingual/ESL				

Strategy 5 Details	Reviews			
Strategy 5: Facilitate field trips for High School Recent Immigrant students to experience American culture and social norms.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Understanding and appreciation of American culture and social norms **Staff Responsible for Monitoring:** ESOL Teachers, Bilingual/ESL Director, & Bilingual/ESL Strategist **Title I Schoolwide Elements:** 2.5 **Funding Sources:** Multicultural experience venues, travel - State Bilingual/ESL				

Strategy 6 Details	Reviews			
Strategy 6: Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Strategic Math.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Establish a strong math foundation for ELL success **Staff Responsible for Monitoring:** Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, Bilingual/ESL Strategist, & High School Math Lead Teachers **Title I Schoolwide Elements:** 2.4, 2.5 - **Results Driven Accountability** **Funding Sources:** classroom supplies and educational materials - State Bilingual/ESL				

Strategy 7 Details	Reviews			
Strategy 7: Create student intervention plans as needed through progress monitoring.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Establish a strong math foundation for ELL success **Staff Responsible for Monitoring:** Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, Bilingual/ESL Strategist, High School Math Lead Teachers, **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** classroom supplies, educational materials - State Bilingual/ESL				

Strategy 8 Details	Reviews			
Strategy 8: Implement Sheltered Instruction model strategies to help EL students:	Formative			Summative
- Small group discussion	**Nov**	**Jan**	**Mar**	**June**

- Peer tutoring
- Use of graphic organizers
- Vocabulary instruction
- Questioning techniques
- Lab based lessons
- Scaffolding techniques
    Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success
    Staff Responsible for Monitoring: WISD Science Strategist, Campus Admin., Bilingual/ESL Director, & Bilingual/ESL Strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**
    Funding Sources: - State Bilingual/ESL				

Strategy 9 Details	Reviews			
Strategy 9: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite
    Staff Responsible for Monitoring: Bilingual/ESL teachers, Campus Principal, CIF, Bilingual/ESL Director, and Bilingual/ESL Strategist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**
    Funding Sources: training, training resources - State Bilingual/ESL				

Strategy 10 Details	Reviews			
Strategy 10: Support campus administrators and teachers during asynchronous and synchronous remote instruction through walk throughs, professional development, and monthly newsletters.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will receive effective and efficient bilingual and/or ESL instruction
    Staff Responsible for Monitoring: Bilingual Director and Bilingual ESL Strategist
    Title I Schoolwide Elements: 2.5, 2.6
    Funding Sources: - State Bilingual/ESL				

Strategy 11 Details	Reviews			
Strategy 11: Provide professional learning for teachers seeking Bilingual or ESL certification.	Formative			Summative
Strategy's Expected Result/Impact: Increase the number of Bilingual and ESL certified teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Bilingual/ESL Director and Bilingual/ESL Strategist				

| Title I Schoolwide Elements: 2.4, 2.5, 2.6 | | | | |
| Funding Sources: Professional Learning - State Bilingual/ESL | | | | |

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 17: Provide support to helping professionals such as counselors, social workers, LPCs, and intervention specialists in the development of students' social-emotional knowledge and skills to improve performance outcomes. By the end of the 2021-2022 school year, the percentage of students who graduate from high school will increase by 2%.

Evaluation Data Sources: 2021 Accountability data, TAPR report, eSchool reports.

Strategy 1 Details	Reviews			
Strategy 1: Build counselor and social worker capacity using ESSER-funded Social-Emotional Learning Programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of guidance/advisory lessons provided to students. **Staff Responsible for Monitoring:** Campus SEL Committee Administrator **Equity Plan**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of guidance/advisory lessons provided to students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance. **Staff Responsible for Monitoring:** Administrators **Equity Plan**	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: During 2021-2022, processes and programs will be in place for safe and secure technology environments for 100% of WISD students and staff.

Evaluation Data Sources: Cybersecurity documentation
CommonSense Media training documentation
Common Sense Educators documentation
Speak Up Tomorrow survey results

Strategy 1 Details	Reviews			
Strategy 1: Support safe and secure learning environments through teacher internet safety training.	Formative			Summative
Strategy's Expected Result/Impact: Safe and secure learning environments for at-school and at-home learning.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist **Problem Statements:** District Processes & Programs 26, 27				

Strategy 2 Details	Reviews			
Strategy 2: Support safe and secure learning environments through student internet training and digital experiences listed in a Digital Citizenship Action Plan.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student perceptions of classroom environment Improved student achievement Improved innovative teaching practices **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist **Problem Statements:** District Processes & Programs 26, 28				

Strategy 3 Details	Reviews			
Strategy 3: Support safe and secure learning environments through content filtering and cybersecurity infrastructure.	Formative			Summative
Strategy's Expected Result/Impact: Safe and secure online experiences.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology J.P. Barrera, Network **Problem Statements:** District Processes & Programs 27				

Strategy 4 Details	Reviews			
Strategy 4: Support safe and secure learning environments through device monitoring software.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Classroom experiences are safe and secure. Teacher can quickly troubleshoot student issues.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist **Problem Statements:** District Processes & Programs 27, 28				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 26: Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve achievement. (21-22, Instructional Tech, Goal 1, 2, 4) **Root Cause**: Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.
Problem Statement 27: Too many students are experiencing cyberbullying and overexposure to unsafe online experiences at school and at home, and all employees lack full understanding of safe and secure procedures and processes. (21-22, Instructional Tech, Goal 2 & 3) **Root Cause**: Students, staff, and parents lack knowledge about internet safety/cyberbullying and processes in place to ensure a safe online experiences..
Problem Statement 28: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause**: Inequitable access to devices and connectivity for learning.

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

Performance Objective 2: During 2021-2022, processes and programs will be in place for technology-rich learning environments for 100% of WISD students and staff. (Instructional Technology)

Evaluation Data Sources: Meeting Minutes
Feedback
Published plans
Project Tomorrow Speak Up Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Support technology-rich learning environments through student 1:1 device initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Equitable access to student devices. **Staff Responsible for Monitoring:** Director of Instructional Technology Instructional Technology Strategist **Problem Statements:** District Processes & Programs 28	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Support technology-rich learning environments through staff device initiative.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A plan for replacing staff devices will be in place. **Staff Responsible for Monitoring:** Executive Director of Technology Director of Instructional Technology Instructional Technology Strategist **Problem Statements:** District Processes & Programs 28	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	Reviews			
Strategy 3: Support technology-rich learning environments through a software evaluation process for district-wide purchasing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Software purchases align district capabilities. **Staff Responsible for Monitoring:** Executive Director of Technology Director of Instructional Technology Instructional Technology Strategist **Problem Statements:** District Processes & Programs 28	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Support technology-rich learning environments through classroom infrastructure- projectors, device cables/connections, device charging stations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Technology-rich learning environments for at-school and at-home learning.
    Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology
Scott Amdahl, Director of Instructional Technology
    Problem Statements: District Processes & Programs 28				

Strategy 5 Details	Reviews			
Strategy 5: Support technology-rich learning environments through Internet equity with internet towers in areas of Weslaco without internet towers, hot spots will continue to be provided.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will have access to anytime/anywhere learning environment at home.
    Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology
Scott Amdahl, Director of Instructional Technology
Internet Towers committee
    Problem Statements: District Processes & Programs 28				

Strategy 6 Details	Reviews			
Strategy 6: Support technology-rich learning environments through software: Google Suite, Nearpod, Edpuzzle, RAZ+.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Enhanced learning environments with teacher choice of software.
    Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology
Julie Kelly, Instructional Technology Strategist
    Problem Statements: District Processes & Programs 26, 28				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 26: Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve achievement. (21-22, Instructional Tech, Goal 1, 2, 4) **Root Cause**: Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.
Problem Statement 28: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause**: Inequitable access to devices and connectivity for learning.

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

Performance Objective 3: During 2021-2022, processes and programs will be in place for inviting technology environments for 100% of WISD students and staff.

> **Evaluation Data Sources:** Elementary- Classroom Re-Design Processes in place
> Secondary- Varied Learning Experiences

Strategy 1 Details	Reviews			
Strategy 1: Support inviting learning environments through a classroom re-design of classroom furniture in the elementary classrooms.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Re-Design plan in place. **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist Rosa Garcia, Principal Selma Gutierrez, Principal Monica Vanderveer, Principal **Problem Statements:** District Processes & Programs 28 **Funding Sources:** - ESSER - $5,000,000				
Strategy 2 Details	Reviews			
Strategy 2: Support inviting learning environments through Personalized, Blended Learning strategies evident in the elementary, middle and high school content classrooms. Varied Learning Experiences Self-Directed Learning Experiences Sense of Purpose Learning Environments	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom instruction shows evidence of varied learning experiences and data driven instruction delivered through online and offline resources. **Staff Responsible for Monitoring:** Director of Instructional Technology Instructional Technology Strategist Principals CIFs Instructional Technology Coaches **Problem Statements:** District Processes & Programs 28				

Strategy 3 Details	Reviews			
Strategy 3: Support inviting learning environments through a survey of stakeholder perceptions of the school district and classroom learning environments. Speak Up Survey	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data to inform future practices. **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 28: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause**: Inequitable access to devices and connectivity for learning.

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

Performance Objective 4: 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 Sources: Building schedules

Strategy 1 Details	Reviews			
Strategy 1: Evaluate all district facilities and determine fencing needs.	**Formative**			**Summative**
Fencing to be completed by December 2017	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide safety and security for students and staff. **Staff Responsible for Monitoring:** Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators **Funding Sources:** - General Fund				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 5: 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 Sources: A district wide security plan will be created and approved by the Board of Trustees.

Strategy 1 Details	Reviews			
Strategy 1: Assess all facilities to determine the number and locations for the installation of magnetic doors. Doors to be installed by May 2019.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Provide safety and security for students and staff.
    Staff Responsible for Monitoring: 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
    Funding Sources: - General Fund				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 6: 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 Sources: Sign-in rosters from training sessions

Strategy 1 Details	Reviews			
Strategy 1: Train personnel at campuses in CPR/AED/First Aid	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Training will be completed by May 2018				
Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.				
Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 7: Weslaco ISD will staff each campus with a full-time nurse by the first day of the 2020-2021 academic years to ensure each student has the opportunity to be healthy, safe and ready to learn.

Evaluation Data Sources: Staffing Rosters

Strategy 1 Details			Reviews		
Strategy 1: Provide a nurse at each campus during the 2017-2018 school year to provide aid to students.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that a nurse is available should they have a need for one.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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

Performance Objective 8: 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 Sources: Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide training on Henry the Hand infection program to each campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will understand the importance of dental hygiene.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 9: WISD will continue to implement an anti-bullying plan that will help students feel safe and secure in their learning environment. District initiatives will be in place to promote anti-bullying behaviors.

> **Evaluation Data Sources:** Decreased number of office discipline referrals. Increased promotion rate.

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

Performance Objective 10: WISD will provide all students access to a well-rounded education.
We will improve academic outcomes by maintaining safe and emotionally healthy students.

    Evaluation Data Sources: Promotion rates, graduation rates, teacher input, student input, survey results

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

Performance Objective 11: 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 Sources: Decrease in dropout rates, increase graduation rates, decrease in expulsions, increase attendance.

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

Performance Objective 12: All 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. The Region One online resources will be offered to all students and teachers. The circulation of Chromebooks and hotspots will continue throughout the year as needed.

Targeted or ESF High Priority

Evaluation Data Sources: Student work, demonstrations of technology use, observations, website and database usage, checklists of training and topics covered, virtual training, survey results

Strategy 1 Details	Reviews			
Strategy 1: Through library instruction, librarians will provide instruction on the use of technology applications as well as of additional online resources for use in all areas of the curriculum and all grade levels. **Strategy's Expected Result/Impact:** Usage reports will indicate the level of student engagement on the use of technology offered. **Staff Responsible for Monitoring:** Librarians	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 　　 100% Accomplished 　　 → Continue/Modify 　　 ✗ Discontinue				

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

Performance Objective 13: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.

Evaluation Data Sources: Quill.org diagnostic reports, Defined STEM usage and grade reports, NewsELA usage and grading reports

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

Performance Objective 14: Provide crisis intervention to students and staff. Provide training to staff to ensure that they possess the latest research-based training to better help our students and staff.

   Evaluation Data Sources: Monitor the number of referrals.

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

Performance Objective 15: Counselors and social workers will work closely with students who are participating in in-person learning or distance education. Guidance lessons are in place to help students strengthen the social-emotional skills that will help improve academic outcomes, help students deal with COVID19 stressors, and increase prosocial behaviors.

Evaluation Data Sources: Counselor referrals, discipline referrals, promotion rates, and dropout rates.

Strategy 1 Details	Reviews			
Strategy 1: Start implementing ESSER-funded SEL Programs as guidance, advisory, or intervention lessons.	Formative			Summative
Strategy's Expected Result/Impact: Improved student academic achievement. **Staff Responsible for Monitoring:** Counselors/Social Workers **Equity Plan**	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Licensed Professional Counselors will be providing Tier III intervention and/ or long-term therapy to students who qualify for the services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be provided coping skills and much-needed services for them to perform academically. **Staff Responsible for Monitoring:** LPC **Equity Plan**				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 16: Through the use of ESSER funds allocated, all seventeen libraries will begin to move toward providing more future-ready learning environments. The goal is to provide school library spaces that are flexible, mobile, creative, technology-friendly, and instructionally active. The four key factors that will strongly be considered will be flexibility, durability, comfort, and attractiveness.

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

Performance Objective 1: The district will inform parents, families, and the community aware of Title 1, Part A requirements.

Evaluation Data Sources: Campus Aligned Parent Meetings, Evaluations, District & Campus Events, Six week individual staff meetings, Campus Six Weeks Log-In's, Parents Sign-In's, Parent Evaluations, Parent/Teacher Conference Form, Parent Advisory Council, Federal e-grant Application.

Strategy 1 Details	Reviews			
Strategy 1: Revise , distribute and evaluate annually the District Parent and Family Engagement Policy. Also, monitor that each campus has revised the Parent and Family Engagement Policy and Campus Compact.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 2 Details	Reviews			
Strategy 2: Conduct a Title 1 meeting at each Title 1 campus. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as a parents. Parental engagement and student achievement will increase. **Staff Responsible for Monitoring:** Parent & Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 3 Details	Reviews			
Strategy 3: Promote the participation of parents/volunteers at the campus parent centers (when applicable due to COVID-19) and invite all parents to campus and district meetings in which the parent specialist can inform and provide literature of Title 1, Part A parental engagement requirements. Provide supplemental assistance to campus parent centers to provide educational-related services to parents and families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parental engagement and student achievement will increase. **Staff Responsible for Monitoring:** Parent & Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Weslaco ISD Parent and Family Engagement is determined to engage parents, families and communities, virtual or face to face, to be active partners in the education of their students by 5%.

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents through phone calls, different platforms utilized by teachers, flyers sent home (when applicable), email, parent teacher conferences, virtual and face to face (when applicable) school parent meetings, school messenger, K-WES and social media (Facebook and Twitter).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff **Funding Sources:** - Title 1, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Provide district aligned parent meeting's virtually or face to face when applicable. Topics will range from online learning to preparing your home for this type of atmosphere. Other topics will include technology (different software utilized by campus, different platforms to communicate with parents and parent portal), State STAAR, Bullying and Drug Prevention, Literacy and Core Academic Strategies, The Leader In Me, Mental Health Awareness, Campus Safety Precautions, Nutrition and College & Career Exploration and Readiness. An additional topic has been added to to monthly meetings based on campus needs. The district has a parent helpline for additional support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement a system for tracking parent participation by calculating number of participants per meeting. Parents will be recognized for attending parent meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 4 Details	Reviews			
Strategy 4: Promote Early Childhood Literacy programs for parents and families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Children will be prepared for Pre-K and Kinder by participating in the same events and meetings as WISD students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff, ELF Staff				

Strategy 5 Details	Reviews			
Strategy 5:	**Formative**			**Summative**
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, Practical Parenting Education (PPE), Family Leadership Institute (FLI),Region 1, and state/national conferences. Also, attend meetings that cover McKinney-Vento Homeless, Foster Care and SHAC.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parental staff will be up to date on the latest information regarding Title 1 requirements.				
Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in parental engagement and student achievement.				
Staff Responsible for Monitoring: Parent & Family Engagement Director and PFE Office Staff				

Strategy 7 Details	Reviews			
Strategy 7: Promote Adult/Continuing Education activities for parents that include GED, ESL and other continuing education courses. Creating opportunities such as these for parents and families will create better opportunities for the home environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase in parental engagement and student achievement.				
Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, PFE Office Staff				

Strategy 8 Details		Reviews			
Strategy 8: Plan and coordinate SHAC (School Health Advisory) meetings that will promote for all children to lead a healthy lifestyle by making health choices. Parents, community members and WISD school staff will be part of this committee.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will make healthier choices that will lead to positive outcomes in the classroom. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, PFE Office Staff					

Strategy 9 Details		Reviews			
Strategy 9: District Homeless and Foster Care Liaison will coordinate district meetings that will explain the McKinney-Vento (Homeless) and Foster Care program requirements and will bring awareness regarding both programs.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be coded correctly so services can be provided. **Staff Responsible for Monitoring:** Parent and Family Engagement Director, Parental Specialist & Community Liaisons, PFE Office Staff					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: Establish a network of community partners that will enhance the mission and vision of parent and family engagement department.

    Evaluation Data Sources: Annual Health Fair (cancelled due to COVID-19), Sign-In's, Agendas, Parent Evaluations, Volunteer In place logs, principals reports and feedback from staff.

Strategy 1 Details	Reviews			
Strategy 1: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as but not limited to: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and Children's Defense Fund.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.				
Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 2 Details	Reviews			
Strategy 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 readiness.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 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.				
Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff				

Strategy 3 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Nov	Jan	Mar	June

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Parent and Family Engagement Director, Parental Specialist & Community Liaisons, Campus Principal & Administration, PFE Office Staff

Title I Schoolwide Elements: 3.1, 3.2

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 4: CTE will engage with business owners and post-secondary leaders to participate as advisors for CTE programs to help establish the skills and training that are needed for the workforce.

   Evaluation Data Sources: CTE Program Advisory meeting sign-in's and meeting agendas.

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

Performance Objective 5: Creation/development of LEA's "CLNA (Comprehensive Local Needs Assessment) Committee" to assist with review, analysis & evaluation of CTE program needs

HB3 Goal

Evaluation Data Sources: CCMR, TAPR, WISD CTE 20-21 Program Evaluations,

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 Sources: District TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Continue working with local colleges and universities on recruiting more student teachers to work within the schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hire highly qualified and trained teachers **Staff Responsible for Monitoring:** Director of Human Resources	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in bilingual certified teachers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Bilingual Director Principals Director of Human Resources Bilingual Chairs				

Strategy 3 Details	Reviews			
Strategy 3: Research and create a staff awards and incentive program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Retain teachers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Human Resources Director of Public Information Directors Principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 Sources: Eduphoria and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors and induction training for new teachers and administrators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Mentor assignments, participant feedback	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Staff Development Principals **Funding Sources:** - Title II Part A				

Strategy 2 Details	Reviews			
Strategy 2: Provide appropriate job-related training for paraprofessionals and other support personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training records, evaluations, feedback	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education **Funding Sources:** - General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training records, documentation	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals **Funding Sources:** - Title II Part A, - State Gifted and Talented (G/T), - State Special Education, - State Bilingual/ESL, - General Fund, - State Comp Ed (SCE)				

Strategy 4 Details	Reviews			
Strategy 4: Revisit past staff development activities and ensure training for new staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training records, feedback	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals **Funding Sources:** - Title II Part A				

Strategy 5 Details	Reviews			
Strategy 5: Meet with 1st year principals twice per month and assign a mentor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Participant Feedback and Evaluations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership				

Strategy 6 Details	Reviews			
Strategy 6: Meet with 2nd year principals one time per month	**Formative**			**Summative**
Strategy's Expected Result/Impact: Participant Feedback and Evaluations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership				

Strategy 7 Details	Reviews			
Strategy 7: Create and implement a district professional development plan framework and expectations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training records feedback documentation	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Staff Development Curriculum and Instruction Departments Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

Performance Objective 3: Develop and provide high-quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their practice of personalized blended learning along the continuum of learning environments. (2021-2022, Instructional Technology)

    Evaluation Data Sources: Schoology reports
    Digital badging reports

Strategy 1 Details	Reviews			
Strategy 1: Support and build capacity of campus leaders and teachers participating in the Raising Blended Learners grant.	**Formative**			**Summative**
RBL-sponsored PD workshops	**Nov**	**Jan**	**Mar**	**June**
Peer coaching Classroom learning walks Time to plan Grant-sponsored PD Collaborating with peers Developing instructional resources, content, and activities based on student data				
Strategy's Expected Result/Impact: Routines, procedures, and process in place for Personalized, blended learning instructional practices.				

Staff Responsible for Monitoring: Director of Instructional Technology
    Instructional Technology Strategist
    Principals and CIFs involved
    Instructional Technology Coaches involved				

Problem Statements: District Processes & Programs 26, 28, 29				

Strategy 2 Details	Reviews			
Strategy 2: Support and build capacity of campus leaders and teachers throughout WISD in personalized, blended learning professional development based on the work of Raise Your Hand Texas: Raising Blended Learners and Ready to Blend, Heather Staker. *Summer Blended Learning Professional Development *School year on-going support through Innovative Teaching Day, tech tool training, BL training, walkthroughs, Secondary ELA/SS PLC meetings *BL Ambassador micro-credentialing program	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: BL Ambassadors for WISD Summer Cohort of teachers for personalized, blended learning **Staff Responsible for Monitoring:** Director of Instructional Technology Instructional Technology Strategist Principals and CIFs Instructional Technology Coaches involved **Problem Statements:** District Processes & Programs 29				

Strategy 3 Details	Reviews			
Strategy 3: Support and build capacity of campus leaders and teachers involved with the Weslaco Virtual Learning Academy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Google Site for on-going anytime/anywhere PD Teachers implementing and troubleshooting an online learning environment **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Strategist **Problem Statements:** District Processes & Programs 26, 28, 29				

Strategy 4 Details	Reviews			
Strategy 4: Cybersecurity training for all employees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe, secure online experiences.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology **Problem Statements:** District Processes & Programs 27				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 26: Technology is not being used with fidelity to provide high-quality, engaging learning environments to engage students and improve achievement. (21-22, Instructional Tech, Goal 1, 2, 4) **Root Cause**: Teachers do not understand what blended learning is and how it can be implemented to provide personalized learning environments.

District Processes & Programs

Problem Statement 27: Too many students are experiencing cyberbullying and overexposure to unsafe online experiences at school and at home, and all employees lack full understanding of safe and secure procedures and processes. (21-22, Instructional Tech, Goal 2 & 3) **Root Cause**: Students, staff, and parents lack knowledge about internet safety/cyberbullying and processes in place to ensure a safe online experiences..

Problem Statement 28: Limited teaching and learning opportunities for some students and for some teachers in the continuum of learning environments. (21-22, Instructional Tech, Goal 2) **Root Cause**: Inequitable access to devices and connectivity for learning.

Problem Statement 29: Current professional development in personalized blended learning and other innovative instructional practices does not meet all teacher needs. (21-22, Instructional Tech, Goal 4) **Root Cause**: A plan for differentiated purposeful teacher growth in personalized learning is not in place.

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

Performance Objective 4: CTE will provide teachers and staff with professional growth by providing oppotunities to attend workshops, trainings, and conferences through state agencies and Region 1 ESC

> **Evaluation Data Sources:** Certificates of attendance and continuing education hours

Strategy 1 Details	Reviews			
Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement (primarily)on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS)				
Staff Responsible for Monitoring: 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				
Funding Sources: - State Career and Technical - $4,868,875, - Perkins Career & Technical Education - $175,186				

Strategy 2 Details	Reviews			
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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				
Staff Responsible for Monitoring: 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				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - State Career and Technical - $417,723, - Perkins Career & Technical Education - $48,487				

Strategy 3 Details		Reviews			
Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year					
Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist					
Funding Sources: - State Career and Technical - $118,500, - Perkins Career & Technical Education - $6,300					

Strategy 4 Details		Reviews			
Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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.					
Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Asscociates, CTE Instructional Staff					
Funding Sources: - State Career and Technical - $224,750, - Perkins Career & Technical Education - $11,780					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 5: Provide staff development opportunities to social workers, intervention strategists, and counselors that will strengthen their skills in the area of social-emotional learning and counseling strategies. This will be used to support the at-risk population.

Evaluation Data Sources: Recruit, support, and retain counselors and social workers.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Meetings will be held with staff to ensure that all support staff receives continuous training that targets skills needed to help students overcome obstacles that affect their education. The meeting will be held monthly with support staff, which includes counselors, social workers, and intervention specialists.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will impact student success. **Staff Responsible for Monitoring:** Student Support Services Director **Funding Sources:** Staff Development Funds - State Comp Ed (SCE) - $10,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 6: Provide staff development opportunities for all librarians to enhance skills in the area of social-emotional learning, media literacy, and blended learning as well as on the board-approved Region One online resources.

Evaluation Data Sources: Monthly report statistics in circulation and collaboration with teachers
Region One end of year resource usage report

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

Performance Objective 7: WISD will provide training to counselors and social workers to ensure they are up to date with current trends and new research for effective practice as well as share best practices so as to improve the provision of student support services.

    Evaluation Data Sources: Monthly meeting anecdotal reports

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

Performance Objective 1: State Compensatory Funding will be used to help support students that meet at-risk criteria. The purpose is to close the gap between the at-risk population and the general ed population.

Evaluation Data Sources: STAAR scores, benchmark scores, attendance, promotion rates, and graduation rates.

Strategy 1 Details	Reviews			
Strategy 1: The student support services department manages the state compensatory funding and funds are allocated to support campuses in helping our at-risk population. 100% of our at-risk students will receive the support that they need to overcome barriers that are affecting their education.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase promotion rates, reduce drop-out rates, increase graduation rates.
    Staff Responsible for Monitoring: Student support services director
    Funding Sources: Personnel - State Comp Ed (SCE) - 164 - $49,226, Pregnancy Related Services and Counseling Services-Personnel - State Comp Ed (SCE) - 164 - $185,910, Support Services, supplies, contract services., reading materials, and other equipment. - State Comp Ed (SCE) - 164 - $50,000, Intervention Strategists and SSS Secretary Personnel - State Comp Ed (SCE) - 164 - $210,779				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $12,207,027.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

SCE provides supplemental services to at-risk in a wide variety of methods, to include funding South Palm Gardens and Horton AEp as well as after-school tutoring programs, Saturday School programs, STAAR mentors, Summer School, and technology initiatives to 'level the playing' field for at-risk and educationally disadvantaged students.

Personnel for District Improvement Plan

Name	Position	FTE
Alicia Cardenas	Intervention Specialist	1
Ernesto Alcazar	Intervention Specialist	1
Kara Arndt	Home-base Teacher	1
Raul Cantu	Student Support Services Coordinator	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,

Cynthia Cid - Student Support Services,

Erica Garcia Parental Involvement Director,

Elias Treviño - Assessment and Accountability Director,

Daniel Budimir - HR Director,

Dora-Lisa Zavala - HR Director,

Arcadia Longoria - Elementary ELA Strategist,

Elida Ramirez - Secondary ELA Strategist,

Perla Chavez - Elementary Math Strategist,

Nora Lopez - Secondary Math Strategist,

Dr. Carolina Lopez - Secondary ELA Strategist,

Neil Garza - SPED Director,

Claudia Martinez - Science Strategist,

Samantha Mize GT Coordinator,

John Garlic - Title I, SCE, and Staff Development Director,

Yvett Morales - High School Principal,

Pat Muñoz - Middle School 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 District Policy was revised by the 2020-2021 Parental Advisory Committee on May 24, 2021 for the 2021-2022 Academic School Year. The PAC members for this school year were the following:

 Airport Elementary - Eduardo Medina & Abigail Gonzales

Cleckler-Heald Elementary -Olga Cantu & Cesar Cantu

ELF Academy -Erica Wilson

Gonzalez Elementary - Maria Noemi Reyes & Lissette Rosales

Memorial Elementary -Monica Medrano & Cynthia Aguilar

Margo Elementary - Trudy Cazares & Laura Soria

North Bridge Elementary - Yesenia Grimaldo & Maria Rodriguez

Rico Elementary -Erica Torres & Ruth DeLeon

Sam Houston Elementary - Patricia Jimenez & Sonia Flores

Silva Elementary - Roxanne Miller & Mackenzie Miller

Ybarra Elementary - Nubia Herrera

Central Middle School - Marta Kang & Susie Moreno

Cuellar Middle School - Veronia Gonzalez

Mary Hoge Middle School - Diana Garza

Weslaco High School - Gabriela Correra & Claudia Garza Sarate

Weslaco East High School - Martha Caballero

Early College High School - Corina Gonzalez , Yvonne Bautista & Efrain Bautista

The Weslaco Independent School District Parent and Family Engagement Policy can be found at the www. wisd.us website (PFE Department), 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.

3.2: Offer flexible number of parent involvement meetings

The Parent and Family Engagement Department offers a flexbile number of meetings allowing parents an option of which meeting to attend. Meetings are conducted in a language and format that parents can understand.

Title I Personnel

Name	Position	Program	FTE
Abbie M. Munoz	Counselor Sp. Ed. LSSP	Federal Special Ed.	1
Adrian E. Cantu	Strategist Social Studies	Title I Part A	1
Amanda G. Munoz	VI/Homebound Teacher	Federal Special Ed.	1
Angel Valenzuela	Catalaguer	Title I Part A	1
Arcadia Longoria	Strategist Language Arts	Title I Part A	1
Beatriz A. Aguilar	Counselor Special Education	Federal Special Ed.	1
Carolina Lopez	Strategist Bilingual/ESL	Title I Part A	1
Claudia Martinez	Strategist Science Instructional	Title I Part A	1
Debrah Bustillos	Catalaguer	Title I Part A	1
Elida Ramirez	Strategist Language Arts	Title I Part A	1
Emma Martinez	NGS/Recruiter	Title I Migrant	1
Erica M. Garcia	Director	Title I Part A	1
Ezmeralda Villegas	Secretary Migrant	Title I Migrant	1
George Lopez	Director Title I Migrant	Title I Migrant	1
Graciela Gorena	NGS/Recruiter	Title I Migrant	1
Humberto J. Chavez	Data Entry Clerk	Title I Part A	1
Iliana Regalado	NGS/Recruiter	Title I Migrant	1
John F. Garlic	Director Title I Programs	Title I Part A	1
Laura Yzaguirre	Secretary	Title I Part A	1
Laurinda Cardenas	Strategist Migrant Secondary	Title I Migrant	1
Leticia Padilla	Counselor Special Education	Federal Special Ed.	1
Maria De Jesus Pena	Catalaguer	Title I Part A	1
Maria Moreno	Migrant Education Interventionst	Title I Migrant	1
Maria R. Mendoza	Specialist Secondary Migrant	Title I Migrant	1
Martha Ginez	Catalaguer	Title I Part A	1
Micaela Rowlett	NGS/Recruiter	Title I Migrant	1
Nilda Y. Alvarez	Budget Specialist	Title I Part A	1
Nora C. Lopez	Strategist Math Instructional	Title I Part A	1

Name	Position	Program	FTE
Norma L. Lara	SEMS Clerk	Federal Special Ed.	1
Oralia R. Veliz	Secretary	Title I Part A	1
Orfelinda Tamez	SEMS Clerk	Federal Special Ed.	1
Paula Delgadillo	Speech Pathologist	Federal Special Ed.	0.25
Perla Chavez	Strategist Math Instructional	Title I Part A	1
Picazo J. M. Saiz	Counselor Social Worker	Federal Special Ed.	1
Rosalva Garcia	Secretary	Title I Part A	1
Ruth Rodriguez	Office Clerk	Title I Part A	1
Salvador Hinojosa	Homebound	Federal Special Ed.	0.7
San Juanita Vela-Turrubiates	NGS/Recruiter	Title I Migrant	1
Sylvia S. Quintanilla	Child Care Provider	Title I Part A	1
Yadira Aldava	Instructional Aide	Title I Part A	1

District Funding Summary

State Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1			$4,868,875.00
1	11	2			$417,723.00
1	11	3			$118,500.00
1	11	4			$224,750.00
4	4	1			$4,868,875.00
4	4	2			$417,723.00
4	4	3			$118,500.00
4	4	4			$224,750.00
				Sub-Total	$11,259,696.00
State Gifted and Talented (G/T)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	3			$0.00
				Sub-Total	$0.00
State Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Herman Method, Language Live, Susan Barton, Scottish-Rite		$0.00
1	6	2	Staff Development, Technological resources (software, hardware), training resources, human capital		$0.00
1	6	3	Kurzweil, Technological resources (software, hardware), Handwriting Without Tears, Learning Ally		$0.00
1	12	1	Staff development, training materials, technology software		$0.00
1	12	2	Staff development, training materials, human capital, testing materials, technology resources (software, hardware)		$0.00
4	2	3			$0.00
				Sub-Total	$0.00

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$7,200.00
1	3	4	TASM Conference		$180.00
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	5	1	Staff Development		$3,000.00
1	9	1	Library books and instructional resources		$0.00
1	16	1	NWEA Map Software		$0.00
4	2	3			$0.00
4	5	1	Staff Development Funds		$10,000.00
5	1	1	Personnel	164	$49,226.00
5	1	1	Pregnancy Related Services and Counseling Services-Personnel	164	$185,910.00
5	1	1	Support Services, supplies, contract services., reading materials, and other equipment.	164	$50,000.00
5	1	1	Intervention Strategists and SSS Secretary Personnel	164	$210,779.00
				Sub-Total	$545,671.50

State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	16	2	training, training materials		$0.00
1	16	3	Books for independent reading		$0.00
1	16	4	Books for independent reading		$0.00
1	16	5	Multicultural experience venues, travel		$0.00
1	16	6	classroom supplies and educational materials		$0.00
1	16	7	classroom supplies, educational materials		$0.00
1	16	8			$0.00
1	16	9	training, training resources		$0.00
1	16	10			$0.00
1	16	11	Professional Learning		$0.00

		State Bilingual/ESL			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	3			$0.00
				Sub-Total	$0.00

		Title 1, Part A			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		255	$10,000.00
1	4	1	Summer School Reading Materials - Elementary		$22,000.00
1	4	4	Summer Gains Literacy Kits		$13,500.00
3	2	1			$0.00
				Sub-Total	$45,500.00

		General Fund			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	TEKS Resource System		$24,250.00
1	3	1	TEKSCON August 2022 - TRS Conference		$2,282.41
1	3	2	District Online Licenses for Imagine Math (K-Algebra) & Reasoning Mind STAAR Readiness Grades 3-5		$135,300.00
1	4	1	Staff Development Attendance		$428.54
1	4	3	TEKS Resource System		$24,250.00
1	4	3	Attend TEKS Resource System Conference August 2020		$1,600.00
2	4	1			$0.00
2	5	1			$0.00
4	2	2			$0.00
4	2	3			$0.00
				Sub-Total	$188,110.95

		Perkins Career & Technical Education			
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1			$175,186.00
1	11	2			$48,487.00
1	11	3			$6,300.00
1	11	4			$11,780.00

Perkins Career & Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1			$175,186.00
4	4	2			$48,487.00
4	4	3			$6,300.00
4	4	4			$11,780.00
				Sub-Total	$483,506.00
Title II Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Curriculum Writing		$12,675.00
4	2	1			$0.00
4	2	3			$0.00
4	2	4			$0.00
				Sub-Total	$12,675.00
IMA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	District Online Licenses for Reflex Math (2-5)		$21,603.38
				Sub-Total	$21,603.38
Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	SAVVAS Summer Impact Print + Digital Learning Package		$47,157.81
				Sub-Total	$47,157.81
ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Imagine Learning Fact Fluency Program - Grades 6-8		$16,000.00
1	3	2	Sirius Education Solution Grades 3-Algebra I		$29,139.00
1	3	2	BrainingCamp Virtual Math Manipulatives		$8,415.00
1	3	2	District Online Licenses for iReady Connect/ThinkUp! Math		$97,728.12
1	3	2	Secondary Math Online Licenses for ALEKS McGraw Hill		$80,833.50
1	3	4	Staff Development for Guided Math Implementation		$33,000.00
1	3	6	TI 84 Plus CE Python EZ-Spot with EZ-Spot Covers MS-HS		$481,873.20

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			$5,000,000.00
				Sub-Total	$5,746,988.82
				Grand Total	$18,350,909.46

Addendums