

Weslaco Independent School District

District Improvement Plan

2017-2018



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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Weslaco Independent School District (WISD) is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2017, the total student population in WISD was 17,413 (PEIMS, *Fall submission 2016-2017*). There are 12 elementary schools, 4 middle schools, 1 DAEP campus, and 4 high schools, including an early college and alternative campus.

For the 2016-2017 PEIMS Fall Submission, Weslaco Independent School District had 17,413 students and employed 2,423 staff. The student population was 97.86% Hispanic and 81.71% Economically Disadvantaged. Other demographic information includes students in Special Education (8.38%), CTE (28.42%), At-Risk (63.14%), Migrant (6.35%), LEP (29.28%) and Gifted and Talented (5.31%).

According to the most recent 2015-2016 TAP Report, teachers serving the district are 89.6% Hispanic, beginning teachers account for 6.8 years of experience, 1-5 years teachers account for 13.1%, teachers with 6-10 years experience account for 19.2%, 11-20 years account for 37% of teachers, and teachers with over 20 years experience account for 24%. The average years of overall experience is 14.4 years, while the average years of experience within the district is 12.4 years. The teacher turnover rate is 7% compared to 16.5% 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.

Currently, the district has 17,282 students enrolled as of August 2017. Enrollment at Weslaco ISD has decreased slightly from 17,750 in 2015-2016 identified in the TAP Report.

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 TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement
- The CTE graduation rate is 16.3% higher than the state requirement

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)

Student Achievement

Student Achievement Summary

Overview of the 2017 Accountability System

State Accountability Ratings

The state accountability system assigns one of three academic ratings to each district and campus: *Met Standard*, *Met Alternative Standard*, or *Improvement Required*. These ratings are based on a framework of four indices that combine a range of indicators into a comprehensive measure of performance.

The performance index framework combines results from STAAR assessments, graduation rates, rates of students completing the various graduation plans, and other indicators. The performance indices are as follows:

Index 1: Student Achievement provides a snapshot of performance across subjects.

Index 2: Student Progress measures year-to-year student progress.

Index 3: Closing Performance Gaps emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic student groups.

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, job training programs, the workforce, or the military.

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>)

Based on the 2017 Accountability ratings, all Weslaco ISD campuses received a Met Standard rating.

In addition to Met Standard, the following secondary campuses received Distinction Designations:

Weslaco East High School, Central Middle School, B. Garza Middle School, Cuellar Middle School, Mary Hoge Middle School.

The following elementary campuses received Distinction Designations:

Sam Houston, Cleckler-Heald, Margo, Memorial, and Rico.

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
Index 4: Postsecondary Readiness	60	77	76	83
System Safeguards	100%	83%	84%	89%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Current library collections support the local and state curriculum at about 50% at each grade level due to outdated resources. **Root Cause:** The main cause for outdated resources that do not support our academic standards is due to limited library budgets.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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 (7.0%) is below the state average of 16.5% in 2015-2016, 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.

Staff Quality, Recruitment, and Retention 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**
- **Substitute Teacher Orientation**
- **New Teacher/Mentor Programs**
- **100% Highly Qualified Staff as per Every Student Succeeds Act (Est. 12/2015)**
- **Annual stipend reviews**
- **Competitive compensation plan**
- **Teacher-leaders are encouraged to excel District-wide**

Problem Statements Identifying Staff Quality, Recruitment, and Retention 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

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

Technology programs which support content area learning:

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

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

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

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

*ALEKS provides math support for high school students.

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

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

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

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

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

Family and Community Involvement

Family and Community Involvement Summary

- Parental Involvement and engagement will be increased through PASOS, Health Fair, ESL, video pool, free services for students in need
- Increase awareness through different channels of communication in multiple languages
- Clearly define what parental involvement means throughout the district

Family and Community Involvement Strengths

Parental person almost at every campus

Different boosters at the secondary level

2015-2016: 149 Volunteers

2016-2017: 219 Volunteers

Resources available

Recognize parents throughout the year and VIP ceremony

Technology

Technology Summary

Weslaco ISD technology exists to help us use advanced technology to improve the academic achievement, including technology literacy, of all students. We intend to accomplish this through rigorous curriculum standards that develop critical thinking skills that are essential for academic and workplace success. At the core of this initiative is our sustained effort to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.

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

We are committed to creating a 21st century learning environment for all staff and students. Emphasis is placed on the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

Technology Strengths

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

Infrastructure

- An extremely robust infrastructure including a high speed Local Area Network and high capacity internet access of 3Gps.
- Over 21,000 student devices, including 14,000 Chromebooks, 5,000 PC computers, and 3,000 ipads.
- Vastly improving wireless infrastructure that will have 1 dedicate wireless access point in each classroom by the end of this school year.

Learning Systems/Resources

- G-Suite for education throughout the district, with access for every teacher to the online Google Classroom system for enabling 24/7 learning.
- A wide variety of online learning resources for which we strive to increase efficient use by automating account creation and maintenance for students and teachers.
- The Eduphoria Suite, maintained by the technology department, provides a variety of critical tools ranging from student benchmarking delivery and analysis to staff evaluations.
- Our Student Information System, SunGard, provides real time scheduling, grading, and demographic info to all stakeholders.
- The District Reporting System, DRS, provides important reporting on academic student data such as elementary reading levels, STAAR scores, etc.

STEAM Program

- Our technology program includes significant opportunities for participation in STEAM (Science, Technology, Engineering, Art, Mathematics). Our annual summer program is a catalyst to opportunities during the year such as robotics clubs, makerspaces, coding, and game design.

Problem Statements Identifying Technology Needs

Problem Statement 1: The inconsistent use of technology tools lessen the potential impact of students literacy and success. **Root Cause:** Lack of coherent models/frameworks for guiding the use of instructional technology that directly and measurably impacts student success.

Problem Statement 2: Many students and staff lack knowledge about internet safety and cyberbullying **Root Cause:** Lack of continued opportunities to engage in dialogue related to digital citizenship concepts and expectations.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Goals

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

Performance Objective 1: By Spring 2018, the number of students who score at the Approaches level on the Social Studies STAAR assessment will increase from 62% in Spring 2017 to 67% in Spring 2018.

In addition, the percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will increase from 77% in Spring 2017 to 90% in Spring 2018.







Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Strategy 1: Effective Reading Strategies in Social Studies:</p> <p>Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grades 5, 6, 8, 10 & 11)</p> <p>Geographical, Political, Social and Economical Influences in History (grades PK to 11)</p>		<p>Social Studies Strategist</p> <p>Social Studies CIFs</p> <p>Campus Administration</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00</p>							

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Strategy 2: Social Studies Strategist and Social Studies teachers (grades 6-11) will attend social studies conferences.</p> <p>TCSS Fall Conference</p> <p>TSSSA Fall Meeting</p> <p>TSSSA Spring Meeting</p> <p>Region IV Social Studies Conference</p> <p>Submission of proposals for presentations encouraged</p>	Social Studies Strategist	Improved learning opportunities.				
	Social Studies CIFs Campus Administration	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>3) Strategy 3: Test preparation materials for STAAR Social Studies and U.S. History EOC</p>	Social Studies Strategist	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
	Social Studies CIFs Campus Administration					
Funding Sources: Title 1, Part A - 0.00, General Fund - 0.00						
<p>4) Strategy 4: AP and Pre-AP Training</p> <p>Use of AP and Pre-AP strategies in all secondary social studies classrooms</p> <p>Use of AP and Pre-AP writing strategies in middle schools and high schools.</p>	Social Studies Strategist	Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.				
	Social Studies CIFs Campus Administration					
Funding Sources: State High School Allotment - 0.00, General Fund - 0.00						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>5) Strategy 5: Social Studies Mentors/Tutors</p>	Social Studies Strategist	Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.				
	Social Studies CIFs Campus Administration					
Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00						

<p align="center">System Safeguard Strategy PBMAS</p> <p>6) Strategy 6: ESL Certification for Secondary Social Studies Teachers</p> <p>Training for all secondary social studies teachers in ESL strategies</p> <p>Secondary social studies teachers to be prepared to challenge the ESL Certification exam.</p> <p>Focus on ESL Certification targeted at improving ELL student performance.</p>	<p>Social Studies Strategist Bilingual/ESL Director Social Studies CIFs Campus Administration</p>	<p>Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.</p>				
<p>Funding Sources: State Bilingual/ESL - 0.00, General Fund - 0.00</p>						
<p align="center">System Safeguard Strategy PBMAS</p> <p>7) Strategy 7: Workshops and training for social studies teachers</p> <p>Target STAAR/EOC</p> <p>Focus on social studies skills</p>	<p>Social Studies Strategist Social Studies CIFs Campus Administration</p>	<p>Improved performance AP exams, CBAs, benchmarks, and STAAR/EOC.</p>				
<p>Funding Sources: State Comp Ed (SCE) - 0.00, State High School Allotment - 0.00, General Fund - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: By Spring 2018, the number of students who score at the Approaches Level on the Science STAAR assessment will increase from 76% in Spring 2017 to 80% in Spring 2018.

In addition, the percentage of Biology students who score at the Approaches Level on the EOC assessment will increase from 82% in Spring 2017 to 85% in Spring 2018.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) FOSS Science Kits and Student Textbooks (K-5)</p> <p>Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities</p> <p>Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS.</p> <p>Access digital copies of each student textbook and teacher guide, student reproducibles</p>		<p>Science Strategist</p> <p>Science CIF</p> <p>Science Teacher</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				

<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software</p> <p>Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies</p> <p>Builds student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities</p> <p>STAARsmart test bank software of multiple-choice questions, aligned to the TEKS and STAAR assessments</p>		<p>Science Strategist Science CIF Science Teacher</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</p>				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) STEMscopes (K-12) Digital Subscription</p> <p>Digital science curriculum supplement</p> <p>Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction</p> <p>Digital, print, and kit options</p> <p>Spanish and English video dictionary</p>		<p>Science Strategist Science CIF Science Teacher</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.</p>		<p>Science Strategist Science teachers</p>	<p>*Curriculum Based Assessments *District Benchmarks *STAAR assessments</p>				

<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>5) 8) Develop district assessments (CBAs; benchmarks) and monitor progress.</p>		<p>Science Strategist Science teachers</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>6) G/T Independent Study Mentorship I-IV</p> <p>SBOE approved innovative courses that enable students in grades 6-12 to master science knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum through the development of original research science projects</p> <p>Enrolled students are eligible for ½ - 1 state elective credit per course completion</p>	<p align="center">1</p>	<p>Science Strategist Campus Admin Campus Science Fair Coordinator</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1</p> <p>7) Professional Learning Communities *Grades K-12</p> <p>Meet once every six weeks to develop scope and sequence, activities, and benchmarks</p> <p>Campus representatives by grade level are to be pulled out for collaboration</p> <p>Eduphoria Aware capable printer/scanners to be purchased to implement local and district vertically aligned assessments and provide data analysis</p>	<p align="center">1</p>	<p>Science Strategist Campus Admin Science Teachers</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				

<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>8) Science Mentors</p> <p>*For grade 5, grade 8, and Biology</p> <p>*Work with grade 5 teachers and students</p> <p>*Work with grade 8 teachers and students</p> <p>*Work with Biology teachers and students</p> <p>*TAKS/STAAR/EOC Camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring</p>	1	Science Strategist Science CIF Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>9) Supplemental science preparation materials</p> <p>*Sirius Education Solutions (Grade 8 and Biology)</p> <p>*Essential Physics Ergopedia textbooks and Physics laboratory equipment</p> <p>*Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides</p> <p>*Replacement of consumable chemicals, equipment</p> <p>*Waste disposal services</p>	1	Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.				

<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>10) Science Strategist and Science teachers (grades K-12) will attend science conferences.</p> <p>*CAST – November 2017 *TSELA Fall Meeting – November 2017 *TSELA Winter Meeting – February 2018 *TSELA Summer Meeting – June 2018 *RGVSA Science Conference – October 2017</p>	1	<p>Science Strategist Campus Admin Science CIF</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
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<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>11) Community and Higher Learning Science Center Partnerships (Pre-K – 12)</p> <p>Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development</p> <p>TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program</p> <p>UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning</p> <p>Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events</p> <p>Weslaco Water Treatment Facility tour and information for science projects</p> <p>Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data</p>	1	<p>Science Strategist Science CIF Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 3: By Spring 2018, the number of students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 76% in the Spring 2017 to 80% in Spring 2018.







In addition, the percentage of Algebra I students who score at the Approaches Level on the EOC assessment will increase from 82% in Spring 2017 to 85% in Spring 2018.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	1	Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
2) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various programs: *Envision Math-Pearson *Reasoning Mind *Reflex Math *Imagine Math (formerly TTM) *HMH Personal Math Trainer *ALEKS	1	Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments: *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
3) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *TRS Performance Assessments *Math Tasks	1	Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				

<p>4) Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:</p> <p>*TRC-Participating Teachers *RVGCTM *CAMT *Region I * State Assessment Conference *TASM (Fall & Spring)</p>		<p>Math Strategist Math CIFs</p>	<p>Increased performance of students on assessments</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR/EOC</p>				
<p>5) Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need</p>		<p>Math Strategist Math CIFs Campus Administration</p>	<p>Increased performance of students on assessments</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR/EOC</p>				
<p>6) Allocate supplemental resources to support effective math instruction and assessment reviews</p> <p>*TRS *Sirius Educational *EOC Guides</p>		<p>Math Strategist Math CIFs Campus Administration</p>	<p>Increased performance of students on assessments</p> <p>*Curriculum Bases Assessments *District Benchmarks *STAAR/EOC</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 4: By Spring 2018, the number of students who score at the Approaches level on the STAAR Reading assessment will increase from 65.84% in Spring 2017 to 70% in Spring 2018. By Spring 2018, the number of students who score at the Approaches Level on the STAAR Writing assessment will increase from 66.53% in Spring 2017 to 70% in Spring 2018.

In addition, the percentage of English I students who score at the Approaches Level on the STAAR assessment will increase from 38% in Spring 2017 to 42% in Spring 2018.







Evaluation Data Source(s) 4: 2018 STAAR Results

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.</p>		ELAR Strategist ELAR CIFS Campus Administration	<p>Performance on the Reading and Writing assessments will improve:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR assessments</p>				
<p>System Safeguard Strategy PBMAS</p> <p>2) Implement an organizational framework for teaching writing and facilitate opportunities for staff development.</p> <p>*Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing Connections through the Write Time for Kids Curriculum *TEKS Resource System *Abydos Three -Week Institute *Abydos Recertification for Trainers</p>		ELAR Strategist ELAR CIFS	<p>Performance on writing assessments:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments</p>				

<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Provide staff development, guidance and support in the area of Guided Reading.</p>		<p>ELAR Strategist ELAR CIFS</p>	<p>Performance and progress on:</p> <p>*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY</p> <p>*Istation (Indicators of Student Progress) monthly assessments</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.</p>		<p>ELAR Strategist ELAR CIFS</p>	<p>Performance on the Reading and Writing assessments will improve:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR assessments</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p>5) Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.</p>		<p>ELAR Strategist ELAR CIFS</p>	<p>*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p>6) Provide staff development and support on myOn and Istation.</p>		<p>ELAR Strategist ELAR CIFS</p>	<p>*Istation (Indicators of Student Progress) monthly assessments</p> <p>*myOn usage reports</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p>7) Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.</p>		<p>ELAR CIFS High School ELAR CIFS</p>	<p>STAAR/EOC English Results</p>				
<p>8) Develop district assessments (CBAs; benchmarks) and monitor progress: *3rd - 8th Reading *4th and 7th Writing *English I and II</p> <p>Monitor BOY,MOY, and EOY progress on reading assessments: *Fountas and Pinnell Benchmark Assessment System *Istation</p> <p>Develop and implement new assessments: Spelling (K-2nd grades) and Writing Prompt assessments (K-3rd, 5th).</p>		<p>ELAR Strategist ELAR CIFS</p>	<p>Improved performance and progress on reading/language arts assessments.</p>				

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>9) Promote efferent and aesthetic reading. Efferent:</p> <p>"...focused on obtaining a piece of information ...the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt)</p> <p>Aesthetic:</p> <p>"..readers are engaged in the experience of reading, itself...the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)</p>		<p>ELAR Strategist ELAR CIFs</p>	<p>Improved reading results on state and district assessments.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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


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

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

Summative Evaluation 5: Some progress made toward meeting Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.	1, 3, 4, 5, 6, 7, 8, 9, 10	District Staff Campus Staff Teacher Counselor					
Funding Sources: State Comp Ed (SCE) - 3000.00							
2) Increase the number of student participation in dual enrollment courses by providing staff development opportunities to teachers and staff.	1, 2, 3, 4, 5, 6, 8	District Staff Campus Staff Teacher Counselor					
3) Increase graduation rate by 5%.	1, 2, 3, 4, 5, 6, 8, 9, 10	District Staff Campus Staff Teacher Counselor					
4) Provide suicide prevention programs and awareness to all students.	1, 2, 3, 4, 5, 6, 8, 9, 10	District Staff Campus Staff Teacher Counselor					
5) Implement a strong conflict resolution program that promotes positive relationships and student success.	1, 2, 3, 4, 5, 6, 8, 9, 10	District Staff Campus Staff Teacher Counselor					
6) Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department at each campus.	1, 2, 3, 4, 5, 6, 8, 9, 10	District Staff Campus Staff Teacher Counselor					

7) Implement pregnancy related services programs at each of the secondary schools.	1, 2, 3, 4, 5, 6, 8	District Staff Campus Staff Counselor PRS Teacher					
8) At elementary schools, we will increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.		Campus Principal Subject Area Administrators Professional Learning Communities Teachers					
9) At the High School level, we will increase College and Career Readiness readiness by at least 5% by including specific instruction and strategies on ACT, SAT, AND TSI exams.		Campus Principal Subject Area Administrators Professional Learning Communities					
10) At the Middle School level, we will increase College and Career Readiness by at least 5% by integrating reading and writing across all curriculum areas.		Campus Principal Subject Area Administrators Professional Learning Communities Teachers					
11) At a District level, we will increase College and Career Readiness by at least 5% by exposing students to careers. career opportunities, career expectations.							
							

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

Performance Objective 6: By the end of the 2017-2018 school year, the percentage of ELL students who score at the approaches level on STAAR Reading in middle school will be 70%, on STAAR EOC Reading tests in high school will be 60%, on STAAR EOC Algebra 1 tests in high school will be 75%, on STAAR Science in middle school will be 70% and EOC Science tests in high school will be 60%, and on STAAR EOC Social Studies tests in high school will be 60%


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

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Assess all middle school students the first two weeks of school with iStation to find all student's independent instructional and frustration levels of reading	1, 3, 4, 6, 8, 9, 10	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
				Problem Statements: Demographics 1 Funding Sources: General Fund - 0.00			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide staff development opportunities on independent reading, small-group reading, and literature	1, 3, 4, 6, 8, 9, 10	WISD ELA Strategist, Bilingual/ESL Director	Professional growth in area of Reading for participants.				
				Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 0.00			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) Provide student-choice reading selections through the year	1, 3, 4, 6, 8, 9, 10	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
				Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00			

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Incorporate independent reading in English or ESL block; conference with several students daily on their chosen text</p>	<p>1, 3, 4, 6, 8, 9, 10</p>	<p>Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director</p>	<p>Increase independent reading levels of all students</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>5) Facilitate field trips for Recent Immigrant students to experience American culture and social norms</p>	<p>1, 3, 4, 6, 8, 9, 10</p>	<p>ESOL Teachers and Bilingual/ESL Director</p>	<p>Understanding and appreciation of American culture and social norms</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00</p>							
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Math Modeling</p>	<p>1, 3, 4, 6, 8, 9, 10</p>	<p>Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator</p>	<p>Establish a strong math foundation for ELL success</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00</p>							
<p align="center">System Safeguard Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>7) Create student intervention plans via student intervention Small Learning Community and/or School Improvement Committee</p>	<p>1, 3, 4, 6, 8, 9, 10</p>	<p>Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator</p>	<p>Establish a strong math foundation for ELL success</p>				
<p>Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00</p>							

System Safeguard Strategy PBMAS 8) Implement SIOP model strategies to help LEP students - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques	1, 3, 4, 6, 8, 9, 10	WISD Science Strategists, Campus Admin. and Bilingual/ESL Director	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Demographics 1						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 9) Continue implementing leveled readers in the classroom as needed to read about historical issues such as specific eras, dates, significant figures in World History, Texas History, and U.S. History	1, 3, 4, 6, 8, 9, 10	Campus Admin, WISD Social Studies Strategist, Bilingual/ESL Director, Department Chair, S. S. Teachers	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7 10) Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings	1, 3, 4, 6, 8, 9, 10	Bilingual/ESL teachers, Campus Principal, CIF, Bilingual/ESL Director	Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite				
	Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - 0.00						
							

Performance Objective 6 Problem Statements:

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


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

Performance Objective 7: By May 2018, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

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

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Implement an Orton-Gillingham intervention program with fidelity	1, 3, 4, 8, 9, 10	Dyslexia Teacher, Campus Administration, Dyslexia Coordinator	Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, walk-throughs, STAAR and STAAR EOC's				
				Problem Statements: Demographics 1 Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 2) Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.	1, 3, 4, 8, 9, 10	Dyslexia Teacher, ELA Teacher, General Education Teacher, Campus Administration, Dyslexia Coordinator	Benchmark scores, Six Weeks' Progress Reports, Progress monitoring through easyCBM reports, improved Reading and Writing STAAR and STAAR EOC scores				
				Problem Statements: Demographics 1 Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 3) Implement accommodations for eligible students to assist students in reading and writing.	1, 3, 8, 9, 10	Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Coordinator	Benchmark scores, Six Weeks' progress reports, progress monitoring through easyCBM reports, Kurzweil 3000 reports, improved Reading and Writing STAAR and STAAR EOC scores				
				Problem Statements: Demographics 1 Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00			
							

Performance Objective 7 Problem Statements:

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

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

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

Evaluation Data Source(s) 8: 2014-2015 Texas Academic Performance Report
 2015-2016 Texas Academic Performance Report
 2016-2017 Texas Academic Performance Report

Student surveys of QUEST Program and Teachers
 Parent surveys of QUEST Program and Teachers

Student surveys of Advanced Academics Academy
 Parents surveys of Advanced Academics Academy

GT Student survey of advanced classes offered in high school
 GT student parents survey of advanced classes offered in high school

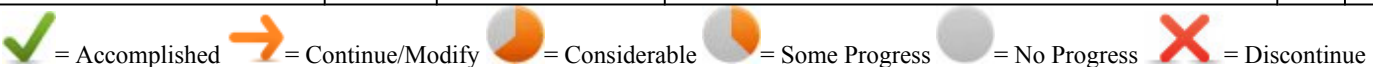
Teacher evaluation of the QUEST program, Advanced Academics Academy, and activities specifically for Gifted and Talented students.

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

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Middle school Advanced Academics Academy will be established in order to meet the advanced needs of GT students grades 6-8.		Advanced Academics Coordinator QUEST Middle School Teachers	Middle school GT students will get serviced 3 hours weekly. GT students will be prepared with curriculum that is embedded with rigor, innovative projects, and activities that will reflect creativity and prepare them for high school and beyond.				
2) Monitor to ensure that 100% of the classroom teachers, counselors, and administration have received training in the Nature and Needs Assessment of gifted students.		Advanced Academics Coordinator Campus Facilitator Campus Counselor	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				

3) Provide training in the Nature and Needs of gifted students and 30 hours of certified gifted training for all teachers of GT students.		Advanced Academics Coordinator Campus Facilitator Campus Counselor	All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students.				
4) Disaggregate data regarding the number of GT identified students receiving a Level 3 Advanced Academic Performance rating on STAAR.		Advanced Academics Coordinator Campus Facilitator Director of Assessments	Data will show the Level III's and the Advanced Scores of students. TSI, EOC'S, ACT, and SAT score will be looked at the beginning and end of the year.				
5) Identify areas needing improvement and develop curriculum and engaging instructional support.		Advanced Academics Coordinator Principals QUEST Teachers Other GT Teachers	Areas will be identified and action plan will be put in place to achieve areas of improvement.				
6) Develop a plan for program evaluation of the Gifted Program.		Advanced Academics Coordinator	Program evaluation will include, but is not limited to student, parent, teacher, and parent surveys. Additional surveys will be put in place as the year progresses.				
							

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

Performance Objective 9: By Spring 2018; the retention rate for first grade migrant students will be reduced by 6%.
 By Spring 2018, Increase middle school migrant students using effective learning and study skills by 5%, receive timely attention and appropriate interventions by 5%, and have necessary homework assistance and tools at home by 5%.
 Increase migrant graduation rate by 2%.
 Decrease the annual migrant drop out rate by 1%.







Evaluation Data Source(s) 9: District retention rate for first grade migrant students.
 Migrant middle school survey issued by TEA via Region One ESC.
 District graduation rate for the district.
 PBMAS data

Summative Evaluation 9:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Provide tutoring in core content areas during regular school day, Reading and Math Instruction by a Certified Teacher, (Making Mathematics Meaningful Project Smart) Other Instructional Migrant Summer Program Center-Based "A Bright Beginnings", Supplemental Instructional Support by a certified teacher for pre-kinder and kinder Other Center Based Program</p>	3, 4, 7, 8, 9, 10	Migrant Elementary Technology/Instructional Strategist, Migrant Pre-K 3 Certified Teachers, Migrant Director	By Spring 2018; retention rate for first grade migrant students will be reduced by 6% Curriculum Based Assessments District Benchmarks STARR Assessments Increased Parental Support				
Funding Sources: Title I, Part C - 0.00							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Provide Tutoring in Core Content Areas, STARR/TAKS Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers, Making Mathematics Meaningful (Project SMART), Other Instructional Migrant Summer Program Extracurricular club/leadership organizations specific migrant students to (1) help students develop effective learning & study skills, (2) help students seek & receive help from parents, peers & teachers with academic & psycho/social/emotional problems, (3) provide leadership opportunities, (4) facilitate positive social engagement with school community Conduct full day retreats and half-day workshops aimed at developing ability to secure timely attention & appropriate interventions regarding academic & non-academic issues. Other Services: Leadership Workshops, Academic Goal Setting, Career Exploration</p>	1, 2, 4, 6, 8, 9, 10	Migrant Specialist, Migrant Social Worker, Migrant Counselors, Secondary Technology/Instructional Strategist	By Spring 2018, more migrant middle school students will be using effective learning & study skills (35%), have timely attention & appropriate interventions (27%) and have necessary homework assistance & tools at home (32%)				
<p>Funding Sources: Title I, Part C - 0.00</p>							
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) An ongoing & effective Graduation Plan Support System will be implemented by Migrant Counselors, PFS and Non PFS Migrant Students will be provided with a variety of alternative methods for credit accrual & recovery via- Computer Assisted instruction for Credit Recovery or accrual, Extended Day STARR, EOC/TAKS Tutorials, STAAR EOC/TAKS Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers, Other Instructional Migrant Summer Programs, Extracurricular club/leadership organizations/projects, Other Services: Leadership Workshops, STEM Camps, College Field Trips</p>	1, 2, 3, 4, 6, 8, 9, 10	Migrant Counselors, Migrant Specialist, Migrant Social Worker, Secondary Technology/Instructional Strategist, Migrant Director	By the end of Spring 2018, Migrant Graduation Rate will increase by 1% Number of Migrant Students who are admitted to In-State and Out Of State Colleges and become members of their College Cohorts (matriculate) will increase by 2%				
<p>Funding Sources: Title I, Part C - 0.00</p>							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Migrant Department (Designated Staff) will conduct parent awareness meetings (via-Migrant Parent Advisory Council Meetings, Periodic Migrant Parent Conferences at school and through home visits), in order to discuss topic which may include the following: *Academic Achievement Requirements, Analyze Drop-Out Rates for Migrant Students PFS and Non-PFS, Review State/Local Attendance Policies, Academic Services Available, PFS Action Plan, College and Career Readiness, Academic Progress Reports, Report Cards, STARR/EOC, Tutoring Information, Migrant District Policies & Procedures, Socio/Economic assistance that is readily available with Non-Profit Organizations that assist Migrant Families with Health, Dental, Housing, Clothing Needs</p>	<p>1, 2, 4, 6, 9, 10</p> <p>Migrant Counselors, Migrant Social Worker, Migrant Specialist, Secondary Technology/Instructional Strategist, Migrant Director</p>	<p>By Spring 2018, Migrant Drop-Out Rate will decrease by 1%</p> <p>Migrant Leaver Rates will continue to decrease at the beginning of the school year.</p>				
<p>Funding Sources: Title I, Part C - 0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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







Performance Objective 10: The Fine Arts Department will increase student participation in the arts to 50% of total student enrollment.

Evaluation Data Source(s) 10: 2017-2018 WISD Fine Arts Census Report

Summative Evaluation 10:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

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

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

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

Performance Objective 11: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR, EOC, AP, ACT/SAT and all other academic curriculum.

Evaluation Data Source(s) 11: District retention rates.

STAAR and EOC assessment scores

AP scores

ACT/SAT scores

student grades

maintain high circulation statistics

end of year inventory evaluation reports

Summative Evaluation 11: Significant progress made toward meeting Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.	1	Campus Library Staff Teachers District Library Staff					
				Funding Sources: State Comp Ed (SCE) - 0.00			
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.		Campus Library Staff Teachers District Library Staff					

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

Performance Objective 12: To create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. These students will be sponsored by WISD Personnel who hold school communities accountable to the transformative power of what sports can and should be.







Evaluation Data Source(s) 12: Recruitment records
 Number of students returning to a specific athletic program
 UIL participation submittals

Summative Evaluation 12:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

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

<p>3) 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level</p> <p>Ensure that we meet the needs of students of all ability levels, including students with disabilities.</p> <p>Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.</p> <p>If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p>		<p>Athletic Director</p> <p>Campus Principal</p> <p>Physical Education Teachers</p> <p>District Physical Education Coordinators</p>	<p>Monitor Class enrollments</p> <p>Monitor contact minutes</p> <p>staff development sessions</p> <p>continue to provide resources to staff to ensure student engagement</p>				
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<p>4) Physical Education Requirements</p> <p>Physical Education</p> <p>State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities.</p> <p>It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p> <p>Physical activity requirements</p> <p>State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.</p> <p>Students must participate in moderate or vigorous activity at least 30 minutes per day for at least four semesters during grades 6, 7 and 8 (exemptions are allowed for middle-school students who participate in an extracurricular activity that includes vigorous exercise). Districts with block scheduling are permitted to require students to participate in moderate or vigorous physical activity for at least 225 minutes during a two-week period.</p> <p>School districts are required to conduct physical assessments for students in grade 3 or higher who are enrolled in a PE course.</p> <p>Find more information on curriculum/instruction</p>		<p>Campus Principal</p> <p>Assistant Superintendent C&I Elementary</p> <p>Assistant Superintendent C&I Secondary</p> <p>Campus Physical Education Teachers</p> <p>District Physical Education Coordinator</p> <p>Athletic Director</p>	<p>Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices</p> <p>Continuous monitoring of campus utilization of SPARK Curriculum</p> <p>Campus participation with SHAC, Fitnessgram</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 13: Student success and achievement will be further supported and improved through sustained and continuous professional development of CTE staff (primarily CTE instructional staff) in resources, strategies and methodologies specific to student populations for all student populations

Evaluation Data Source(s) 13: PBMAS Report, District & Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Summative Evaluation 13: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) CTE Instructional Staff will be included in the required staff to attend district trainings on instructional resources in order to ensure its implementation through CTE curriculum/</p>		<p>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</p>	<p>Improvement (primarily)on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS)</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>							

<p>PBMAS</p> <p>2) Maximize the support of educational experiences targeting literacy as not only the foundation for learning but as the critical medium for global competency in a digital world via CTE implementation of MYon (in & beyond classroom).</p>		<p>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</p>	<p>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</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>							
<p>3) Increase the number of nationally or internationally industry certified or licensed CTE students through the increased support of certification/licensure resources that includes increasing the number of CTE instructional staff to certify beforehand.</p>		<p>CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist</p>	<p>Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: State Career and Technical - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Increase the number of students receiving college credit in escrow through Advanced Technical Credit (ATC) CTE courses by continuous review and monitoring of CTE teacher ATC certification renewals and expirations with support & access to professional development</p>	<p>1</p>	<p>Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff</p>	<p>Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>→</p>
<p>Funding Sources: Perkins Career & Technical Education - 0.00</p>							

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

Performance Objective 13 Problem Statements:

Demographics
Problem Statement 1: There is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for all students including the specific populations of ELL, SPED, Dyslexia, Migrant, and Economically Disadvantaged. Root Cause 1: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension)
Staff Quality, Recruitment, and Retention
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 2: Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.







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

Performance Objective 14: By the end of year 2017-2018, STAAR and EOC scores for students serviced by special education will increase 5%.

Evaluation Data Source(s) 14: PBMAS Report, District & Regional EOC/STAAR Performance Reports, State Accountability System results, and State Performance Plans

Summative Evaluation 14:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide training to designated stakeholders on instructional strategies, designated supports, behavioral strategies/supports, and IEP requirements.</p>	1, 3, 4, 8, 9, 10	Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team	By the end of year 2017-2018, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators.				
<p>Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00</p>							
<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations, and the provision of services deemed necessary by the ARD committee.</p>	1, 3, 4, 9, 10	Special Education staff and Campus Administration	By the end of year 2017-2018, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress				
<p>Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 14 Problem Statements:

Demographics

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

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

Performance Objective 15: By Spring 2018,

- 1) Increase by 10% the number of teachers implementing BL, and
- 2) 70% of STAAR Reading assessed students and 42% of English 1 STAAR assessed students in BL classrooms will score at the Approaches level through the development and implementation of a blended learning program that utilizes data, high-quality resources, and innovative methodologies to personalize literacy learning.

Evaluation Data Source(s) 15: BrightBytes Technology in Learning Survey CASE







Project Tomorrow Speak Up Survey

Data from Blended Learning Grant recipients (BOY/EOY)

Eduphoria: Sign In/ Survey

Summative Evaluation 15:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Award and support blended learning grants to at least 20 WISD teachers.		Director of Instructional Technology Instructional Technology Strategist	Increased student success. Establish Blended Learning best practices. Establish blended learning mentoring relationships.				
	Problem Statements: Technology 1						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Support at the campus-level and teacher level with implementation of content/process/product material from the Innovative Teaching Day in August, 2017.		Director of Instructional Technology Instructional Technology Strategist	Increased student success. Establish blended learning best practices. Establish blended learning mentoring relationships.				
	Problem Statements: Technology 1						

<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>3) Develop a WISD Blended Learning Framework that increases high-quality technology use to support student literacy. This Framework will target:</p> <ul style="list-style-type: none"> *SAMR model *Forethought lesson planning/activities *Definition of blended learning and personalized learning *Personalized Learning components *T-Tess connections to blended learning to guide quality instruction 	Director of Instructional Technology	Increased student success. Increased knowledge of blended learning competencies (use of data, resources, methodologies) by leadership and teachers.				
	Instructional Technology Strategist					
Problem Statements: Technology 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Support instructional staff to earn certification from Google:</p> <ol style="list-style-type: none"> 1) Level 1 Certified Educator 2) Level 2 Certified Educator 3) Google Certified Trainer 	Director of Instructional Technology	Increased instructional staff capacity to use Google tools to gather and analyze data. Increased instructional staff capacity to use Google tools in innovative methods.				
	Instructional Technology Strategist	Increased student success.				
Problem Statements: Technology 1						
<p>Critical Success Factors CSF 1 CSF 3</p> <p>5) Increase collaboration to make powerful connections between curriculum, instruction, and technology use by expanding ELAR PLCs to include CTCs, librarians, and the instructional technology department</p>	ELAR Strategist	The increased understanding of our ELAR curriculum will help make connections to the developing framework. Participants will also better understand how our technology tools can support student literacy instruction.				
	Instructional Technology Department					
Problem Statements: Technology 1						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 15 Problem Statements:

Technology
Problem Statement 1: The inconsistent use of technology tools lessen the potential impact of students literacy and success. Root Cause 1: Lack of coherent models/frameworks for guiding the use of instructional technology that directly and measurably impacts student success.

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

Performance Objective 1: 100% of WISD students and staff employ safe, secure digital citizenship behaviors.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7 1) 100% of Weslaco ISD students and staff will complete Internet Safety training using the Common Sense Media curriculum or an approved alternate. This will allow the majority of campuses and Weslaco ISD to receive the designation of Common Sense Media Certified.		Director of Instructional Technology Instructional Technology Strategist	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc behaviors. Family and Community engagement with digital citizenship conversations at home.				
	Problem Statements: Technology 2						
Critical Success Factors CSF 2 CSF 5 CSF 6 2) 100% of students and staff will participate in the Project Tomorrow Speak Up survey. Increased participation from parents and the community in this survey.		Director of Instructional Technology Instructional Technology Strategist	Increased stakeholder (students, staff, parents, community) satisfaction with WISD providing a safe, secure technology-rich school and facilities.				
	Problem Statements: Technology 2						
Critical Success Factors CSF 6 3) 100% of Weslaco ISD provided devices will be safe & secure for stakeholder use.		Director of Instructional Technology Instructional Technology Strategist	Computer viruses will be limited. Increased capacity for teachers to monitor student behavior while using WISD devices. Decreased inappropriate digital behaviors from staff and students.				
	Problem Statements: Technology 2						

Performance Objective 1 Problem Statements:

Technology

Problem Statement 2: Many students and staff lack knowledge about internet safety and cyberbullying **Root Cause 2:** Lack of continued opportunities to engage in dialogue related to digital citizenship concepts and expectations.


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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Evaluate all district facilities and determine fencing needs. Fencing to be completed by December 2017		Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators	Provide safety and security for students and staff.				
Funding Sources: General Fund - 0.00							
							

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

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

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

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assess all facilities to determine the number and locations for the installation of magnetic doors. Doors to be installed by May 2018.		Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators Director of Risk Management Director for Safety and Security	Provide safety and security for students and staff.				
Funding Sources: General Fund - 0.00							

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

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

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

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train personnel at campuses in CPR/AED/First Aid Training will be completed by May 2018		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.				

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

Performance Objective 5: Weslaco ISD will staff each campus with a full-time nurse by the first day of the 2017-2018 academic years to ensure each student has the opportunity to be healthy, safe and ready to learn.

Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a nurse at each campus during the 2017-2018 school year to provide aid to students.		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	Ensure that all students and staff can rest assured that a nurse is available should they have a need for one.				
							

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

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on Henry the Hand infection program to each campus.		Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	All students will understand the importance of dental hygiene.				
							

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

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

Evaluation Data Source(s) 1: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council, End of the Year Federal e-grant Application.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Facebook and Twitter).</p>	1, 4, 6, 8, 9, 10	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.				
Funding Sources: Title 1, Part A - 0.00							
<p>2) Provide district aligned parent trainings and resources on topics such as effective reading strategies, PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.</p>	1, 4, 6, 7, 10	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	When parents are aware and educated of the expectations required of their child(ren) the implementation will transition from school to home. For example, 7 Habits and PASOS.				

3) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.	1, 4, 6, 7, 10	Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist Community Liaison	When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony.				
							







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

Performance Objective 2: Establish a network of community partners that will enhance the mission and vision of parental involvement and community services.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.	6	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	When parents are aware of community resources and information they are able to seek assistance when needed.				
2) Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.	1, 3, 4, 6, 10	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education.				

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

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

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

Evaluation Data Source(s) 1: District TAPR report

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue working with local colleges and universities on recruiting more student teachers to work within the schools.		Director of Human Resources	Hire highly qualified and trained teachers				
2) Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.		Bilingual Director Principals Director of Human Resources Bilingual Chairs	An increase in bilingual certified teachers				
3) Research and create a staff awards and incentive program.		Director of Human Resources Director of Public Information Directors Principals	Retain teachers				

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


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

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

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

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

4) Revisit past staff development activities and ensure training for new staff.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals	Training records, feedback				
Funding Sources: Title II Part A - 0.00							
5) Meet with 1st year principals twice per month and assign a mentor.		Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Participant Feedback and Evaluations				
6) Meet with 2nd year principals one time per month		Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Participant Feedback and Evaluations				
7) Create and implement a district professional development plan framework and expectations		Director of Staff Development Curriculum and Instruction Departments Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Training records feedback documentation				
							

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Strategy 1: Effective Reading Strategies in Social Studies: Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grades 5, 6, 8, 10 & 11) Geographical, Political, Social and Economical Influences in History (grades PK to 11)
1	1	2	Strategy 2: Social Studies Strategist and Social Studies teachers (grades 6-11) will attend social studies conferences. TCSS Fall Conference TSSSA Fall Meeting TSSSA Spring Meeting Region IV Social Studies Conference Submission of proposals for presentations encouraged
1	1	3	Strategy 3: Test preparation materials for STAAR Social Studies and U.S. History EOC
1	1	5	Strategy 5: Social Studies Mentors/Tutors
1	1	6	Strategy 6: ESL Certification for Secondary Social Studies Teachers Training for all secondary social studies teachers in ESL strategies Secondary social studies teachers to be prepared to challenge the ESL Certification exam. Focus on ESL Certification targeted at improving ELL student performance.
1	1	7	Strategy 7: Workshops and training for social studies teachers Target STAAR/EOC Focus on social studies skills
1	2	1	FOSS Science Kits and Student Textbooks (K-5) Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles
1	2	2	Edusmart Science and STAARsmart (K-12) Digital Subscriptions and Software Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies Builds student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities STAARsmart test bank software of multiple-choice questions, aligned to the TEKS and STAAR assessments
1	2	3	STEMscopes (K-12) Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary
1	2	4	Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.
1	2	5	8) Develop district assessments (CBAs; benchmarks) and monitor progress.
1	2	6	G/T Independent Study Mentorship I-IV SBOE approved innovative courses that enable students in grades 6-12 to master science knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum through the development of original research science projects Enrolled students are eligible for ½ - 1 state elective credit per course completion

Goal	Objective	Strategy	Description
1	2	7	Professional Learning Communities *Grades K-12 Meet once every six weeks to develop scope and sequence, activities, and benchmarks Campus representatives by grade level are to be pulled out for collaboration Eduphoria Aware capable printer/scanners to be purchased to implement local and district vertically aligned assessments and provide data analysis
1	2	8	Science Mentors *For grade 5, grade 8, and Biology *Work with grade 5 teachers and students *Work with grade 8 teachers and students *Work with Biology teachers and students *TAKS/STAAR/EOC Camps during elective class time as needed for students who need additional assistance, after school tutoring, and Saturday science tutoring
1	2	9	Supplemental science preparation materials *Sirius Education Solutions (Grade 8 and Biology) *Essential Physics Ergopedia textbooks and Physics laboratory equipment *Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides *Replacement of consumable chemicals, equipment *Waste disposal services
1	2	10	Science Strategist and Science teachers (grades K-12) will attend science conferences. *CAST – November 2017 *TSELA Fall Meeting – November 2017 *TSELA Winter Meeting – February 2018 *TSELA Summer Meeting – June 2018 *RGVSA Science Conference – October 2017
1	2	11	Community and Higher Learning Science Center Partnerships (Pre-K – 12) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning Frontera Audubon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data
1	4	1	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary.
1	4	2	Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *Reading and Writing Connections through the Write Time for Kids Curriculum *TEKS Resource System *Abydos Three -Week Institute *Abydos Recertification for Trainers
1	4	3	Provide staff development, guidance and support in the area of Guided Reading.
1	4	4	Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.
1	4	5	Provide staff development, guidance, and support on the Fountas and Pinnell Benchmark Assessment System.
1	4	6	Provide staff development and support on myOn and Istation.
1	4	7	Make provisions for support of English I through the Region One mentoring initiative and strategic staff development.

Goal	Objective	Strategy	Description
1	4	9	Promote efferent and aesthetic reading. Efferent: "...focused on obtaining a piece of information ...the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt) Aesthetic: "...readers are engaged in the experience of reading, itself...the reader's attention is centered directly on what he is living through during his relationship with that particular text (Rosenblatt)
1	6	1	Assess all middle school students the first two weeks of school with iStation to find all student's independent instructional and frustration levels of reading
1	6	2	Provide staff development opportunities on independent reading, small-group reading, and literature
1	6	3	Provide student-choice reading selections through the year
1	6	6	Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Math Modeling
1	6	7	Create student intervention plans via student intervention Small Learning Community and/or School Improvement Committee
1	6	8	Implement SIOP model strategies to help LEP students - Small group discussion - Peer tutoring - Use of graphic organizers - Vocabulary instruction - Questioning techniques - Lab based lessons - Scaffolding techniques
1	6	9	Continue implementing leveled readers in the classroom as needed to read about historical issues such as specific eras, dates, significant figures in World History, Texas History, and U.S. History
1	6	10	Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings
1	7	1	Implement an Orton-Gillingham intervention program with fidelity
1	7	2	Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.
1	7	3	Implement accommodations for eligible students to assist students in reading and writing.
1	9	1	Provide tutoring in core content areas during regular school day, Reading and Math Instruction by a Certified Teacher, (Making Mathematics Meaningful Project Smart) Other Instructional Migrant Summer Program Center-Based "A Bright Beginnings", Supplemental Instructional Support by a certified teacher for pre-kinder and kinder Other Center Based Program
1	9	2	Provide Tutoring in Core Content Areas, STARR/TAKS Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers, Making Mathematics Meaningful (Project SMART), Other Instructional Migrant Summer Program Extracurricular club/leadership organizations specific migrant students to (1) help students develop effective learning & study skills, (2) help students seek & receive help from parents, peers & teachers with academic & psycho/social/emotional problems, (3) provide leadership opportunities, (4) facilitate positive social engagement with school community Conduct full day retreats and half-day workshops aimed at developing ability to secure timely attention & appropriate interventions regarding academic & non-academic issues. Other Services: Leadership Workshops, Academic Goal Setting, Career Exploration

Goal	Objective	Strategy	Description
1	9	3	An ongoing & effective Graduation Plan Support System will be implemented by Migrant Counselors, PFS and Non PFS Migrant Students will be provided with a variety of alternative methods for credit accrual & recovery via- Computer Assisted instruction for Credit Recovery or accrual, Extended Day STARR, EOC/TAKS Tutorials, STAAR EOC/TAKS Tutorials during the Regular School Day, Reading and Math Instruction by Certified Teachers, Other Instructional Migrant Summer Programs, Extracurricular club/leadership organizations/projects, Other Services: Leadership Workshops, STEM Camps, College Field Trips
1	9	4	Migrant Department (Designated Staff) will conduct parent awareness meetings (via-Migrant Parent Advisory Council Meetings, Periodic Migrant Parent Conferences at school and through home visits), in order to discuss topic which may include the following: *Academic Achievement Requirements, Analyze Drop-Out Rates for Migrant Students PFS and Non-PFS, Review State/Local Attendance Policies, Academic Services Available, PFS Action Plan, College and Career Readiness, Academic Progress Reports, Report Cards, STARR/EOC, Tutoring Information, Migrant District Policies & Procedures, Socio/Economic assistance that is readily available with Non-Profit Organizations that assist Migrant Families with Health, Dental, Housing, Clothing Needs
1	14	1	Provide training to designated stakeholders on instructional strategies, designated supports, behavioral strategies/supports, and IEP requirements.
1	14	2	Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations, and the provision of services deemed necessary by the ARD committee.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6118.00.699.8.30	6118 Extra Duty Stipend - Locally Defined	\$347,573.00
164.11.6119.16.877.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,180.00
164.13.6119.00.934.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$86,615.00
164.32.6119.00.976.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$203,412.00
164.21.6129.00.976.8.30	6129 Salaries or Wages for Support Personnel	\$37,730.00
164.31.6129.00.976.8.30	6129 Salaries or Wages for Support Personnel	\$33,513.00
164.11.6141.16.877.8.30	6141 Social Security/Medicare	\$945.00
164.13.6141.00.934.8.30	6141 Social Security/Medicare	\$1,256.00
164.31.6141.00.976.8.30	6141 Social Security/Medicare	\$486.00
164.32.6141.00.976.8.30	6141 Social Security/Medicare	\$2,949.00
164.11.6142.16.877.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.934.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.21.6142.00.976.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.31.6142.00.976.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.976.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.13.6143.00.934.8.30	6143 Workers' Compensation	\$260.00
164.21.6143.00.976.8.30	6143 Workers' Compensation	\$113.00
164.31.6143.00.976.8.30	6143 Workers' Compensation	\$101.00
164.32.6143.00.976.8.30	6143 Workers' Compensation	\$610.00
164.11.6143.16.877.8.30	6143 Workers' Compensation	\$196.00
164.11.6145.16.877.8.30	6145 Unemployment Compensation	\$58.00
164.13.6145.00.934.8.30	6145 Unemployment Compensation	\$78.00

164.21.6145.00.976.8.30	6145 Unemployment Compensation	\$34.00
164.31.6145.00.976.8.30	6145 Unemployment Compensation	\$30.00
164.32.6145.00.976.8.30	6145 Unemployment Compensation	\$183.00
164.11.6146.16.877.8.30	6146 Teacher Retirement/TRS Care	\$2,206.00
164.13.6146.00.934.8.30	6146 Teacher Retirement/TRS Care	\$3,803.00
164.21.6146.00.976.8.30	6146 Teacher Retirement/TRS Care	\$849.00
164.31.6146.00.976.8.30	6146 Teacher Retirement/TRS Care	\$754.00
164.32.6146.00.976.8.30	6146 Teacher Retirement/TRS Care	\$5,253.00
6100 Subtotal:		\$834,640.00
6200 Professional and Contracted Services		
164.32.6219.00.976.8.30	6219 Professional Services	\$1,800.00
164.32.6249.00.877.8.30	6249 Contracted Maintenance & Repair	\$300.00
164.21.6269.00.976.8.30	6269 Rentals - Operating Leases	\$2,568.00
164.11.6299.27.976.8.30	6299 Miscellaneous Contracted Services	\$7,245.00
164.11.6299.27.999.8.30	6299 Miscellaneous Contracted Services	\$333,057.00
6200 Subtotal:		\$344,970.00
6300 Supplies and Services		
164.21.6329.00.976.8.30	6329 Reading Materials	\$500.00
164.51.6395.27.877.8.30	6395 Supplies, DP Operations - Locally Defined	\$1,600.00
164.11.6395.27.877.8.30	6395 Supplies, DP Operations - Locally Defined	\$740.00
164.21.6395.00.976.8.30	6395 Supplies, DP Operations - Locally Defined	\$1,600.00
164.21.6395.27.976.8.30	6395 Supplies, DP Operations - Locally Defined	\$3,000.00
164.31.6395.00.976.8.30	6395 Supplies, DP Operations - Locally Defined	\$1,500.00
164.32.6395.27.976.8.30	6395 Supplies, DP Operations - Locally Defined	\$3,500.00
164.11.6399.16.877.8.30	6399 General Supplies	\$330.00
164.11.6399.27.877.8.30	6399 General Supplies	\$524.00

164.21.6399.00.976.8.30	6399 General Supplies	\$6,135.00
164.21.6399.27.976.8.30	6399 General Supplies	\$7,282.00
164.31.6399.00.976.8.30	6399 General Supplies	\$5,000.00
164.31.6399.27.976.8.30	6399 General Supplies	\$2,789.00
164.32.6399.00.976.8.30	6399 General Supplies	\$1,200.00
164.32.6399.27.976.8.30	6399 General Supplies	\$4,000.00
6300 Subtotal:		\$39,700.00
6400 Other Operating Costs		
164.11.6411.16.877.8.30	6411 Employee Travel	\$1,000.00
164.21.6411.00.976.8.30	6411 Employee Travel	\$3,000.00
164.31.6411.00.976.8.30	6411 Employee Travel	\$3,000.00
164.32.6411.00.976.8.30	6411 Employee Travel	\$7,533.00
164.31.6497.00.976.8.30	6497 Fees - Locally Defined	\$3,719.00
164.21.6499.00.976.8.30	6499 Miscellaneous Operating Costs	\$400.00
6400 Subtotal:		\$18,652.00

Personnel for District Improvement Plan:

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

Title I

Schoolwide Program Plan

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

The six steps that our campus follows include:

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

2: Schoolwide Reform Strategies

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

utilized in this plan:

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

3: Instruction by highly qualified professional teachers

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

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

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

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

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

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

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

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

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

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

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

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

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

Title I program.

District Funding Summary

State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1			\$0.00
1	13	2			\$0.00
1	13	3			\$0.00
Sub-Total					\$0.00
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	14	1	Staff Development, training resources, technology equipment, travel, testing equipment, instructional resources, related services		\$0.00
1	14	2	Technology equipment, software, training, testing materials		\$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	1			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	5	1	Staff Development		\$3,000.00
1	6	2	training, training materials		\$0.00
1	11	1			\$0.00
4	2	3			\$0.00

					Sub-Total	\$3,000.00
State Bilingual/ESL						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	6			\$0.00	
1	6	3	Books for independent reading		\$0.00	
1	6	4	Books for independent reading		\$0.00	
1	6	5	Multicultural experience venues, travel		\$0.00	
1	6	6	classroom supplies and educational materials		\$0.00	
1	6	7	classroom supplies, educational materials		\$0.00	
1	6	9	leveled readers, training		\$0.00	
1	6	10	training, training resources		\$0.00	
4	2	3			\$0.00	
					Sub-Total	\$0.00
State High School Allotment						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	4			\$0.00	
1	1	7			\$0.00	
					Sub-Total	\$0.00
Title 1, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2			\$0.00	
1	1	3			\$0.00	
1	7	1	easyCBM, training, dyslexia materials		\$0.00	
1	7	2	training, training materials, travel		\$0.00	
1	7	3			\$0.00	
3	1	1			\$0.00	
					Sub-Total	\$0.00
General Fund						

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	6	1	iStation software		\$0.00
1	7	1	easyCBM, training, dyslexia materials		\$0.00
1	7	2	training, training materials, travel		\$0.00
1	7	3	easyCBM, Kurzweil, training, training materials, travel		\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
Sub-Total					\$0.00
Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1			\$0.00
1	13	2			\$0.00

1	13	4			\$0.00
Sub-Total					\$0.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$3,000.00