

Weslaco Independent School District

District Improvement Plan

2018-2019



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 2016-2017, the total student population in WISD was 17,364 (Most recent TAPR - 2016-2017). There are 11 elementary schools, 4 middle schools, 1 DAEP campus, and 4 high schools, including an early college and alternative campus.

For the 2016-2017 TAP Report, Weslaco Independent School District had 17,364 students and employed 2,324 staff. The student population was 97.9% Hispanic and 81.71% Economically Disadvantaged. Other demographic information includes students in Special Education (8.2%), CTE (28.5%), At-Risk (63.2%), Migrant (PEIMS Fall - 6.35%), English Language Learners (29.3%) and Gifted and Talented (PEIMS Fall 2017 - 5.31%)

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

Currently, the district has 17,139 students enrolled as of October 2018. Enrollment at Weslaco ISD has decreased slightly from 17,364 in 2016-2017 identified in the TAPR Report.

HUMAN RESOURCES-MELVA SEGURA

STAFF QUALITY, RECRUITMENT AND RETENTION

19. Who are our staff members? Discuss the percentage of state certified, number years' experience, race/ethnicity and how these differ from previous years.
20. Are instructional paraprofessionals highly qualified? What types and levels of training do they have?
21. What are the retention rates for employees? What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

22. What professional development and resources are needed? How are these needs identified?
23. What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?
24. What support is available for teachers whose student performance is below district and/or state standards?
25. How are the strengths of the most effective teachers shared with others?
26. Are positions funded with state special allotment and federal funds evaluated every year for necessity and effectiveness?
27. What is the average class size? Does class size vary between subjects?
28. EQUITY PLAN (DISTRICT CNA ONLY) The Equity Plan will be folded into the district's CNA and into the DIP using the TEA documents located at texasequitytoolkit.org. The same district committee that develops the district's CNA and DIP will (1) review and analyze equity data, (2) conduct a root cause analysis, and (3) select strategies for the Equity Plan.

The equity data to review includes both TEA defined data and District defined data:

- TEA defined data
- Experience – teachers with 2 or fewer years of prior teaching experience
- Out-of-field – teachers who do not possess the appropriate certification based on the state assignment chart for the grade and subject taught.

- District defined data
- How does the district measure teaching performance?
- How does the district measure effective teaching as it relates to student learning?
- How does the district measure student perspectives and student behavior that reveal engagement in the classroom or at school?

PARENTAL INVOLVEMENT PROGRAM-ERICA GARCIA

Weslaco ISD is home to over 17,000 bright and talented students and provides over 2,500 jobs for the growing city of Weslaco. Weslaco ISD is located in south central Hidalgo County, about eight miles north of the Texas-Mexico border. It encompasses 54 square miles and is bordered by the cities of Progresso to the south, Donna to the west, Mercedes to the east and Ecouch/Elsa to the north. The primary language spoken is English and Spanish. Visitors often comment that the valley language is "Spanglish." 98.6% our district is Hispanic, 1% White, .06% African American and .34% other. The major employers of Weslaco Knapp Medical Center and the Weslaco ISD. The unemployment rate in Weslaco is 6.9%.

29. What does our community look like? Describe the community and residents, including parents. Details might include: major professions, age and status of community (growing, declining, languages spoken, etc.)
30. Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?

31. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?
32. What is the level of involvement in school activities? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?
33. What does community crime data reveal? Is the community viewed as a safe place to live and raise children?
34. Is there a prison or juvenile detention center nearby? Are parents or siblings incarcerated?
35. What adult education courses/services are available?
36. Are there universities and/or community colleges in our community? How do we interact with them?

Demographics Strengths

- **Elias Trevino/Adrian Cantu**
- 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

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Parental Involvement

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3: HUMAN RESOURCES MELVA SEGURA

Student Academic Achievement

Student Academic Achievement Summary

Overview of the 2018 Accountability System

State Accountability Ratings

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

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

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

Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2018 Accountability Summary	WISD Score
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Domain I: Student Achievement	78
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Domain II: School Progress	88
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Domain III: 80
Closing the Gaps

(Source: TEA Domain I-III Student Achievement, Txschools.org)

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

A comparison of STAAR 2017 and 2018 scores indicates an improvement at the Approaches level for All Students and a minor variance in Writing.

ALL Grade LEVELS

	2017	2018
READING	66%	69%
MATH	79%	82%
WRITING	67%	63%
SCIENCE	79%	81%
SOCIAL STUDIES	71%	77%

The 2018 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2018 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	19	81	44	21
4th Math	18	82	49	26

5th Math	5	95	65	34
6th Math	36	64	25	4
7th Math	24	76	41	15
8th Math	12	88	62	23
Algebra I EOC	18	82	58	37
3rd Reading	23	77	37	20
4th Reading	29	71	35	16
5th Reading	24	86	53	23
6th Reading	42	58	27	11
7th Reading	33	67	38	21
8th Reading	23	77	26	9
4th Writing	44	56	29	5
7th Writing	33	67	36	8
English I EOC	49	51	34	2
English II EOC	46	54	37	2
5th Science	26	84	48	21
Biology EOC	26	84	52	15
8th Social Studies	32	68	38	22
US History EOC	24	86	59	28

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**	MIGRANT
ELA/ READING	69%	69%	79%	65%	56%	37%	Pending PBMAS
Writing	63%	63%	*	59%	52%	*	Pending PBMAS
Math	82%	82%	94%	80%	77%	53%	Pending PBMAS
Science	82%	81%	96%	79%	74%	48%	Pending PBMAS
Social Studies	78%	77%	94%	74%	67%	*	Pending PBMAS

****Current and monitored**

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

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

- A comparison of Special Education (SpEd) and All Students indicate a 32% variance.
- A comparison of English Learners (EL) and nonEL scores indicate an 13% variance.

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

- A comparison of English Learners (EL) and nonEL scores indicate a 11% variance.

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

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

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

- A comparison of Special Education (SpEd) and All Students indicate a 34% variance.
- A comparison of English Learner (EL) and nonEL scores indicate a 8% variance.

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

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

Student Academic Achievement Strengths

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

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

Problem Statements Identifying Student Academic Achievement Needs

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

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

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

District Processes & Programs

District Processes & Programs 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.

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.

Parental Involvement

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

Technology

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

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.

Library Services

Weslaco ISD library programs exist to provide and promote:

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

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

PERSONNEL

Melva Segura-What is the process for recruiting and retaining high-quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or

charter-level responsibility and not a campus responsibility.)

PROFESSIONAL DEVELOPMENT SUE PETERSON

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

PROFESSIONAL PRACTICES JANIE PENA

How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

83. Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

84. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

85. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

86. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

87. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement? 88. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?

SPECIAL PROGRAMS Neil Garza, Elias Trevino,

Samantha Mize

GIFTED AND TALENTED

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

How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.

How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)

What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

What student success do we see in grade levels where there is class-size reduction? Explain Title II class-size reduction, if applicable. (Note: Beginning 2018- 19, the school must show evidence of effectiveness if using Title II.)

What other programs have an impact on student performance? Explain any other significant data findings for programs and services that have a significant

link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

, Norma Brewer, Sandra Avila Edna Perez

ALL OF US NEED TO ANSWER THESE QUESTIONS..

CTE DEPT

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

How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.

How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)

What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and

career and technical education content, curriculum-based entrepreneurship education.

What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

What student success do we see in grade levels where there is class-size reduction? Explain Title II class-size reduction, if applicable. (Note: Beginning 2018- 19, the school must show evidence of effectiveness if using Title II.)

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

PROCEDURES: NORMA BREWER/JULIE KELLY

Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

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

What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.

What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate. Plan4Learning.com Page 18 © 2018 806 Technologies Revised 7-30-18 103. 104. How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

District Processes & Programs Strengths

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

New Employee Orientation sessions and other human resources processes to better meet the needs of district employees.

Strengths:

- **New Employee Orientation**
- **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**

Distinction Designations

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

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

2017 Accountability Summary	State Target	WISD Score	State Score	Region 1 Score

Index 1: Student Achievement	60	72	75	74
Index 2: Student Progress	22	38	41	44
Index 3: Closing Performance Gaps	28	41	40	45

Parental Involvement

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

Technology

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

Infrastructure:

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

Learning Systems/Resources:

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

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

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

Library Services

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

PERSONNEL

Melva Segura

PROFESSIONAL DEVELOPMENT SUE PETERSON

PROFESSIONAL PRACTICES JANIE PENA

SPECIAL PROGRAMS Neil Garza, Elias Trevino, Samantha Mize, Norma Brewer, Sandra Avila Edna Perez

CTE Dept

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

- There are flexible pathways of entry into the CTE teaching profession; part-time teachers are used constructively to tackle the challenge of recruiting CTE teachers.
- Texas has a strong system of university and community college education.

- There are promising initiatives to ensure a well-articulated CTE system, linking high school CTE to postsecondary level CTE. In postsecondary CTE state standards allow students to move easily from one institution to another in the state while retaining earned credits.
- There are various initiatives to increase performance in CTE, including the “AchieveTexas” and “Closing the Gaps” initiatives.
- The benefits of contextualizing learning and integrating general education into CTE are widely recognized by schools and policy makers.

PROCEDURES: NORMA BREWER/JULIE KELLY

Problem Statements Identifying District Processes & Programs Needs

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

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

Problem Statement 3: There is a need for improved performance in the area of Science for BE STAAR 3-8 passing rate (70.4%), ESL STAAR 3-8 passing rate (54.9%), LEP (Not served in the BE-ESL) STAAR 3-8 passing rate (59.4%/45.3%), and Special Education STAAR 3-8 passing rate (37.5%%). **Root Cause:** Bilingual, ESL, and Special Education students lack foundational reading skills, academic vocabulary, and familiarity with scientific instruments. Academic vocabulary instruction in science has not consistently taken place across K-4.

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

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

Problem Statement 6: There is a need for improved performance in the area of Social Studies for ESL STAAR 3-8 passing rate (36.2%), LEP (Not served in the BE-ESL) STAAR 3-8 passing rate (35.1%%), CTE SPED STAAR EOC passing rate (52.6%), Migrant STAAR 3-8 passing rate (51.4%), Special Education STAAR 3-8 passing rate (26%), and Special Education STAAR EOC passing rate (49.7%). **Root Cause:** ESL, Migrant, CTE, and Special Education students struggle with academic vocabulary in social studies. Academic vocabulary instruction in social studies has not consistently taken place across K-5. More teachers who teach Social Studies are Generalists than Content Area Specialists

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

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

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

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

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

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

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

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

Problem Statement 15: The inconsistent use of technology tools seamlessly integrated into instruction lessens its potential impact of students literacy and success. **Root Cause:** Lack of coherent frameworks, modeling, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

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

Problem Statement 17: Limited implementation of high-quality, engaging, innovative programs and instruction that implements technology use. **Root Cause:** Lack of continued professional development with follow up for teachers, administrators, and CTCs.

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

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

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

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

Perceptions

Perceptions Summary

STUDENT ENGAGEMENT JANIE PENA and NORMA BREWER

37. Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnicity groups.
38. How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the seven race /ethnicity groups and five student groups.
39. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?
40. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?
41. What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.
42. Do our students successfully graduate in a timely manner? Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools)
43. How do students describe their campus? How does this differ from teachers' descriptions?
44. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?
45. Are effective procedures in place to promote safety? Do students feel safe? How do we know?

STAFF ENGAGEMENT MELVA SEGURA

46. Do we retain teachers long term? Explain the turnover rate and how this compares with previous years.
47. How do we support inexperienced teachers? Discuss any staff mentoring results.
48. How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports. Plan4Learning.com Page 13 © 2018 806 Technologies Revised 7-30-18
49. What are teachers' expectations for parental involvement? How do we know?
50. Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?
51. What procedures are in place to involve staff in improvement planning? How are they included in decisions?

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

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

Perceptions Strengths

STUDENT ENGAGEMENT JANIE PENA and NORMA BREWER

STAFF ENGAGEMENT MELVA SEGURA

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: STUDENT ENGAGEMENT JANIE PENA and NORMA BREWER

Problem Statement 2: STAFF ENGAGEMENT MELVA SEGURA

Problem Statement 3: PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-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
- 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 for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Goals

Revised/Approved: September 11, 2018

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

Performance Objective 1: By Spring 2019, the number of students who score at the Approaches level on the Social Studies STAAR assessment will increase from 67% in Spring 2018 to 71% in Spring 2019.







In addition, the percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will increase from 86% in Spring 2018 to 91% in Spring 2019.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</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>Problem Statements: Demographics 1</p> <p>Funding Sources: State Comp Ed (SCE) - 0.00, General Fund - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Strategy 2: Social Studies Strategist and Social Studies teachers (grades 6-11) will attend social studies conferences and workshops.</p> <p>TSSSA Spring Meeting</p>		<p>Social Studies Strategist Social Studies CIFs Campus Administration</p>	<p>Improved learning opportunities.</p> <p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title 1, Part A - 0.00, General Fund - 865.14</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Strategy 3: Test preparation materials for STAAR Social Studies and U.S. History EOC</p>		<p>Social Studies Strategist Social Studies CIFs Campus Administration</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
	<p>Funding Sources: Title 1, Part A - 1825.00, IMA Funds - 17480.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Strategy 4: ESL Certification for Secondary Social Studies Teachers</p> <p>Training provided for secondary social studies teachers in ESL strategies</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>Problem Statements: Demographics 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Strategy 5: Workshops and training for social studies teachers as well as Professional Learning Community meetings.</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>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Strategy 6: Incorporate Social Studies process standards including sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</p> <p>*TRS Performance Assessments</p>		<p>Social Studies Strategist Social Studies CIFs Campus Administration</p>	<p>Increased performance of students on assessments</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR/EOC</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>7) Strategy 7: Writing included as part of Social Studies assessments at the elementary, middle school, and high school levels.</p> <p>Support for social studies teachers on the writing process and STAAR/EOC rubrics.</p>		<p>Social Studies Strategist Social Studies CIFs Campus Administration</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Support for ELAR.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>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)</p>

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

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors 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 Science CIF Science Teacher</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR.</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>Critical Success Factors CSF 1 CSF 2</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>Critical Success Factors CSF 1 CSF 2</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>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 style="text-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>Science Strategist Campus Admin Campus Science Fair Coordinator</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</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>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;">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>		<p>Science Strategist Science CIF Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p style="text-align: center;">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>		<p>Science Strategist Campus Admin Science CIF</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.</p>				
<p style="text-align: center;">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</p> <p>*TSELA Fall Meeting “ November 2017</p> <p>*TSELA Winter Meeting “ February 2018</p> <p>*TSELA Summer Meeting “ June 2018</p> <p>*RGVSA Science Conference “ October 2017</p>		<p>Science Strategist Campus Admin Science CIF</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				

<p align="center">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>		<p>Science Strategist Science CIF Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 3: By Spring 2019, the number of students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 82% in the Spring 2018 to 85% in Spring 2019.

In addition, the percentage of Algebra I students who score at the Approaches Level on the EOC assessment will increase from 82% in Spring 2018 to 85% in Spring 2019.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12. *Updated IFDs *Backwards Design Document</p>		Math Strategist Math CIFs Campus Administration	<p>Increased performance of students on assessments</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR/EOC</p>				
	<p>Problem Statements: Demographics 1 Funding Sources: General Fund - 25367.05</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:</p> <p>*Reasoning Mind (Kinder-Second Grade) & STAAR Readiness Grades 2-5 *Reflex Math *Imagine Math (formerly TTM) *Envision Math-Pearson *HMH Personal Math Trainer *ALEKS-McGraw Hill</p>		Math Strategist Math CIFs Campus Administration	<p>Increased performance of students on assessments:</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR/EOC</p>				
	<p>Problem Statements: Demographics 1 Funding Sources: IMA Funds - 121345.00, General Fund - 95325.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics</p> <p>*TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks</p>		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Demographics 1							
<p align="center">Critical Success Factors CSF 1</p> <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 *TEKSCON</p>		Math Strategist Math CIFs	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Demographics 1 Funding Sources: General Fund - 1450.00, State Comp Ed (SCE) - 3150.00							
<p align="center">Critical Success Factors CSF 1</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>*Curriculum Based Assessments *Benchmarks *Online Program-Imagine Math (Quantile Growth)</p>		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Demographics 1							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Allocate supplemental resources to support effective math instruction and assessment reviews</p> <p>*TRS *Sirius Education *STAAR/EOC Guides *Math Intervention Kits *Graphing Calculators</p>		Math Strategist Math CIFs Campus Administration	Increased performance of students on assessments *Curriculum Bases Assessments *District Benchmarks *STAAR/EOC				
Problem Statements: Demographics 1 Funding Sources: IMA Funds - 57516.61							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 3 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, engaging, and innovative, programs that develop college, career, and service ready leaders.

Performance Objective 4: The number of students who score at the Approaches level on the STAAR Reading assessment will increase from 69% in Spring 2018 to 77% in Spring 2019. The number of students who score at the Approaches Level on the STAAR Writing assessment will increase from 63% in Spring 2018 to 68% in Spring 2019.







In addition, the percentage of English I students who score at the Approaches Level on the STAAR assessment will increase from 51% in Spring 2018 to 56% in Spring 2019.

Evaluation Data Source(s) 4: 2018 STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</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>Problem Statements: Demographics 1 Funding Sources: State Comp Ed (SCE) - 10500.00, Title 1, Part A - 30252.88, General Fund - 428.54</p>						
<p>Critical Success Factors CSF 1 CSF 7</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>Funding Sources: General Fund - 88580.00, State Comp Ed (SCE) - 6900.00, IMA Funds - 0.00</p>						

<p>Critical Success Factors CSF 1</p> <p>3) Provide staff development, guidance and support in the area of Guided Reading and provide mentoring and support through Teacher Networking.</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>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>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>Funding Sources: General Fund - 25338.00</p>							
<p>Critical Success Factors CSF 1</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>Funding Sources: IMA Funds - 23978.00</p>							
<p>Critical Success Factors CSF 1</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>Funding Sources: General Fund - 173776.50</p>							
<p>Critical Success Factors CSF 1</p> <p>7) Make provisions for support of English I through the Region One mentoring initiative and strategic staff development including Apex.</p>		<p>ELAR CIFS High School ELAR CIFS</p>	<p>STAAR/EOC English Results</p>				
<p>Funding Sources: State Comp Ed (SCE) - 140825.00, Title 1, Part A - 14200.00</p>							

<p align="center">Critical Success Factors CSF 1</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>		ELAR Strategist ELAR CIFs	Improved performance and progress on reading/language arts assessments.				
Funding Sources: IMA Funds - 9364.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Promote efferent and aesthetic reading through in school reading, after school reading, at home reading, and summer reading activities.</p> <p>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)</p> <p>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)</p>		ELAR Strategist ELAR CIFs	Improved reading results on state and district assessements.				
Funding Sources: Title 1, Part A - 13500.00							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 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, engaging, and innovative, programs that develop college, career, and service ready leaders.

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

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

Summative Evaluation 5:

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

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

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

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Assess all 7th grade students who did not meet passing requirement on STAAR Reading the first two weeks of school with iStation to find all student's independent instructional and frustration levels of reading		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						
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide staff development opportunities on independent reading, small-group reading, and literature		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						
Critical Success Factors CSF 1 CSF 7 3) Provide student-choice reading selections through the year		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>	Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director	Increase independent reading levels of all students				
	<p>Problem Statements: Demographics 1</p> <p>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 High School Recent Immigrant students to experience American culture and social norms</p>	ESOL Teachers and Bilingual/ESL Director	Understanding and appreciation of American culture and social norms				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Bilingual/ESL - 0.00</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 Strategic Math</p>	Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator	Establish a strong math foundation for ELL success				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Bilingual/ESL - 0.00</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>	Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, High School Math Lead Teachers, Small Learning Community Coordinator	Establish a strong math foundation for ELL success				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Bilingual/ESL - 0.00</p>					

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	WISD Science Strategists, Campus Admin. and Bilingual/ESL Director	Establish strong academic vocabulary foundation for ELL success				
	Problem Statements: Demographics 1					
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	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					
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	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, engaging, and innovative, programs that develop college, career, and service ready leaders.

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Implement an Orton-Gillingham intervention program with fidelity		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						
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.		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 - Staff Quality, Recruitment, and Retention 1 Funding Sources: General Fund - 0.00, Title 1, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 3) Implement accommodations for eligible students to assist students in reading and writing.		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)

Staff Quality, Recruitment, and Retention

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

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

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

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

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

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

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

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Middle school Advanced Academics Academy will be established in order to meet the advanced needs of GT students grades 6-8.		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.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, has received training in Nature and Needs Assessment of gifted students.</p>		<p>Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers</p>	<p>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.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Provide training in the Nature and Needs of gifted students and 30 hours of certified gifted training for all teachers of GT students.</p>	<p>2.4, 2.5</p>	<p>Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers</p>	<p>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.</p> <p>Online staff development will be offered through Responsive Learning and campuses will be expected to keep campus binders of teacher certification. A copy will also be stored at Central Office.</p>				
<p>4) Disaggregate data regarding the number of GT identified students receiving a Level 3 Advanced Academic Performance rating on STAAR.</p>		<p>Advanced Academics Coordinator Campus Facilitator Director of Assessments</p>	<p>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.</p>				
<p>5) Identify areas needing improvement and develop curriculum and engaging instructional support.</p>		<p>Advanced Academics Coordinator Campus Principals G/T Specialist Teachers</p>	<p>Areas will be identified and action plan will be put in place to achieve areas of improvement.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7</p> <p>6) Develop a plan for program evaluation of the Gifted Program.</p>		<p>Advanced Academics Coordinator</p>	<p>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.</p> <p>The District will aim for Exemplary Standard of Service as described in the Texas State Plan for Gifted and Talented Education.</p>				

<p>7) The district involves family and community members in services designed for Gifted and Talented students throughout the school year.</p>		<p>Advanced Academics Coordinator</p>	<p>Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</p> <p>Information sessions are held annually to inform and demonstrate to parents what the G/T program has to offer.</p> <p>Campus and District newsletters will be distributed every two six weeks.</p> <p>Campus and District websites will be updated monthly to reflect new and exciting descriptions, pictures, and projects of students.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 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>		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>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</p> <p>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</p> <p>Conduct full day retreats and half-day workshops aimed at developing ability to secure timely attention & appropriate interventions regarding academic & non-academic issues.</p> <p>Other Services: Leadership Workshops, Academic Goal Setting, Career Exploration</p>	<p>Migrant Specialist, Migrant Social Worker, Migrant Counselors, Secondary Technology/Instructional Strategist</p>	<p>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>				
<p>Funding Sources: Title I, Part C - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</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>	<p>Migrant Counselors, Migrant Specialist, Migrant Social Worker, Secondary Technology/Instructional Strategist, Migrant Director</p>	<p>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>				
<p>Funding Sources: Title I, Part C - 0.00</p>						

<p>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>		Migrant Counselors, Migrant Social Worker, Migrant Specialist, Secondary Technology/Instructional Strategist, Migrant Director	By Spring 2018, Migrant Drop-Out Rate will decrease by 1% Migrant Leaver Rates will continue to decrease at the beginning of the school year.				
Funding Sources: Title I, Part C - 0.00							
							

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

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
2017-2018 Campus Enrollment Data

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco.		Ensemble Directors Fine Arts 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.				

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

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 that 70% of 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

Maintain high usage of structured reading programs

End of year inventory evaluation reports

Summative Evaluation 11:

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

Strategy Description	ELEMENTS	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.		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, engaging, and innovative, programs that develop college, career, and service ready leaders.







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:

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

<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, engaging, and innovative, programs that develop college, career, and service ready leaders.

Performance Objective 13: Student success and achievement will be further supported and improved through providing sustained and continuous instruction by CTE Staff using resources, strategies and methodologies specific to student populations. Student achievement will be reflected in improved testing scores as well as an increase in the number of students meeting CCMR accountability goals.

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

Summative Evaluation 13:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals</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 - 4868875.00, Perkins Career & Technical Education - 175186.00</p>							

<p align="center">PBMAS</p> <p>2) Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.</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: School Processes & Programs 15 Funding Sources: State Career and Technical - 417723.00, Perkins Career & Technical Education - 48487.00</p>						
<p>3) Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.</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>Funding Sources: State Career and Technical - 118500.00, Perkins Career & Technical Education - 6300.00</p>						
<p align="center">PBMAS</p> <p>4) Support student achievement through Academic and Career-based competitions both state and national.</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 federal CTE compliance (Carl D. Perkins) & new accountability system of 2018-19 that will be based on this school year.</p>				
<p>Funding Sources: State Career and Technical - 224750.00, Perkins Career & Technical Education - 11780.00</p>						

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

Performance Objective 13 Problem Statements:

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.

School Processes & Programs


Problem Statement 15: The inconsistent use of technology tools seamlessly integrated into instruction lessens its potential impact of students literacy and success. **Root Cause 15:** Lack of coherent frameworks, modeling, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

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

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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide training to designated stakeholders on instructional strategies, designated supports, behavioral strategies/supports, and IEP requirements.		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.				
	Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 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.		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				
	Problem Statements: Demographics 1 Funding Sources: State Special Education - 0.00						
							

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, engaging, and innovative, programs that develop college, career, and service ready leaders.

Performance Objective 15: By Spring 2019

- 1) Identify 20% of core content teachers as 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:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>1) 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 aligned to blended & personalized learning implementation *Definition of blended learning and personalized learning *Personalized Learning components *T-Tess connections to blended learning to guide quality instruction 		Director of Instructional Technology Instructional Technology Strategist	Increased student success. Increased knowledge of blended learning competencies (use of data, resources, methodologies) by leadership and teachers.				
Problem Statements: School Processes & Programs 15							

Performance Objective 15 Problem Statements:

School Processes & Programs

Problem Statement 15: The inconsistent use of technology tools seamlessly integrated into instruction lessens its potential impact of students literacy and success. **Root Cause 15:** Lack of coherent frameworks, modeling, and follow-up support guiding the use of instructional technology integrated seamlessly into instruction that directly and measurably impacts student success.

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

Performance Objective 16: Increase the number of college-ready students by 5% by the end of 2018-2019.

Evaluation Data Source(s) 16: Post-secondary readiness, ApplyTexas counts, Graduation Rates, promotion rates.

Summative Evaluation 16:

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







Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>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.</p>		Director of Instructional Technology Instructional Technology Strategist	Positive digital citizenship behavior by staff and students. Reduced cyberbullying, plagiarism, etc behaviors. Family and Community engagement with digital citizenship conversations at home.				
Problem Statements: School Processes & Programs 16							

<p>2) Processes in place to provide safe & secure technology-rich schools and facilities. *UtilizeContentKeeper: protects devices from advanced malware, ensures compliance and controls policies across mobile devices and various connections. *GSuite for Education Audit: Provides an in-depth review of GSuite domain for EDU best practices.</p>		<p>Executive Director of Technology, Director of Instructional Technology</p>	<p>*ContentKeeper: Improved student safety and secured devices. *GSuite Audit: Improved services and settings in areas of Operations & Management, Services & Configuration, Security & Compliance, and Adoption & Usage.</p>				
<p>Problem Statements: School Processes & Programs 16</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:


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

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assess all facilities to determine the number and locations for the installation of magnetic doors. Doors to be installed by May 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, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Summative Evaluation 4:

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

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

Evaluation Data Source(s) 6:

Summative Evaluation 6:

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

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free technology-rich and inviting environments district-wide that promote high performance.

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

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

Summative Evaluation 7:

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

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

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







Evaluation Data Source(s) 1: Evaluations, Campus Events, Campus Six Weeks Reports, Parents Sign-In's, CCC Meetings, Parent Evaluations, Parent/Teacher Conference Form, Parent Advisory Council, of the Year Federal e-grant Application.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center">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>		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, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. Parental staff and district administration will also promote Coffee, Conversation and Connections parent meetings. The goal is to Build Capacity among parents/volunteers and to maximize the impact of parental engagement.</p>		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.				
<p>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.</p>		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.				
Funding Sources: Title 1, Part A - 0.00							
<p>4) Revise, distribute, and evaluate annually the District Family and Community Engagement Policy. Also, monitor that each campus has developed a campus parental engagement policy and school/parent compact that has been developed and agreed upon with parents.</p>		Parental Involvement Director Campus Principal & Administration Parental Specialist & Community Liaisons	Parents, Staff and community members are made aware of the Federal ESSA, Title 1 Part A requirements. Parents will know what the rights are as a parent. Parental engagement will also increase.				

<p>5) Promote the participation of parents/volunteers at all campuses where the parental staff members can inform of the Title 1 Parental Requirements. Conduct Title 1 meeting at each Title 1 campus. The meeting should include invitation (flyer), sign-in, agenda, and documentation of the presentation.</p>		<p>Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist Community Liaison</p>	<p>Parents, Staff and community members are made aware of the Federal ESSA, Title 1 Part A requirements. Parents will know what the rights are as a parent. Parental engagement will also increase.</p>				
<p>6) Promote Early Childhood Literacy programs for parents and families with pre-school children. This program includes HEB Read 3, ELF Program, and Head Start.</p>		<p>Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist Community Liaison Camus Staff ELF Principal HEB Representatives Teachers teaching HEB Read 3 program.</p>	<p>Children will be prepared for Pre-K and will be exposed to pre-literacy skills. Parents will be taught how to reach to their children and healthy eating habits.</p>				
<p>7) The parental staff will be encouraged to attend professional development in different capacities to keep on-going skill development and up to date with Title 1, Part A requirements. Professional development includes but not limited to monthly staff meetings, Region 1, and state/national conferences. Also, attend conferences that cover McKinney-Vento Homeless, Foster Care and SHAC.</p>		<p>Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist Community Liaison</p>	<p>an increase in parental engagement</p>				
<p>8) Office supplies, technology items such as toner and printers are needed to provide parents documentation required by Title 1, Part A. Parents/Community members need to be provided with an invitation (flyer), agenda, information regarding topic of meeting, and an evaluation.</p>		<p>Parental Involvement Director Parental Involvement Office Staff</p>	<p>An increase in parental engagement and student achievement.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: Establish a network of community partners that will enhance the mission and vision of 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.		Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist	When parents are aware of community resources and information they are able to seek assistance when needed.				
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.		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.				


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

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT- High-quality, research-based training development and support for all employees.

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

Evaluation Data Source(s) 1: District TAPR report

Summative Evaluation 1:

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


Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT- High-quality, research-based training development and support for all employees.

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

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

Summative Evaluation 2:

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


Performance Objective 3: Develop capacity of core-content teachers to implement personalized, blended learning in at least 20% of classrooms.

Evaluation Data Source(s) 3: List of teachers implementing BL
 Student Engagement Data
 Student Performance Results
 In-district BL Cohort visits.

Summative Evaluation 3:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coach teachers and model design and implementation of *technology-enhanced differentiation learning experiences, *Engagement strategies *Digital content (Nearpod, Edpuzzle, Screencast-omatic) *Collaborative learning online strategies to support and extend thinking. Big Goal is to develop model classrooms K-12.		Director of Instructional Technology, Instructional Technology Strategist	Increased instructional staff capacity to use Google tools in innovative methods. Increased student engagement and success.				
	Problem Statements: School Processes & Programs 17						
2) Utilize Schoology to expand opportunities and choices for online professional development for teachers, support staff, and administrators.		Director of Instructional Technology, Instructional Technology Strategist	Increased online learning. Increased.				
	Problem Statements: School Processes & Programs 17						
3) Train and support staff to earn Google certification.		Director of Instructional Technology, Instructional Technology Strategist	Increased usage of Google tools by instructional staff.				
	Problem Statements: School Processes & Programs 17						

4) Develop a Blended Learning Network.		Director of Instructional Technology, Instructional Technology Strategist	Increased teacher collaboration, morale, and implementation of blended learning. Increased student engagement and success.				
Problem Statements: School Processes & Programs 17							
5) Support teachers (approximately 50) participating in TEA-sponsored UTEACH online course about blended learning.		Director of Instructional Technology, Instructional Technology Strategist	Increased teacher collaboration, morale, and implementation of blended learning. Increased student engagement and success				
Problem Statements: School Processes & Programs 17							
							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 17: Limited implementation of high-quality, engaging, innovative programs and instruction that implements technology use. Root Cause 17: Lack of continued professional development with follow up for teachers, administrators, and CTCs.

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT- High-quality, research-based training development and support for all employees.

Performance Objective 4: Develop capacity of instructional leaders (administration, CTC, librarians) to advocate, support, model, and lead personalized blended learning instruction.


Evaluation Data Source(s) 4: CTC attendance at ELAR PLCs

CTC documentation (training dates/agenda) of personalized, blended learning campus level trainings

Blended Learning Live! trainings

Summative Evaluation 4:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CTCs attend and participate at ELAR PLCs to support the integration of technology tools with literacy instruction.		Director of Instructional Technology, Instructional Technology Strategist	Increased instructional technology support from CTC with staff. Increased blended learning implementation.				
	Problem Statements: School Processes & Programs 17						
2) Implement Blended Learning Live! with selected staff.		Director of Instructional Technology, Instructional Technology Strategist	Increased district and campus level understanding and planning for blended learning.				
	Problem Statements: School Processes & Programs 17						
3) Instructional Technology staff and CTC's participate in TEA-sponsored UTEACH online course about blended learning.		Director of Instructional Technology, Instructional Technology Strategist	Increased district and campus level understanding and planning for blended learning.				
	Problem Statements: School Processes & Programs 17						
							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 17: Limited implementation of high-quality, engaging, innovative programs and instruction that implements technology use. Root Cause 17: Lack of continued professional development with follow up for teachers, administrators, and CTCs.

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

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 Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
George A. Lopez	Director	Migrant Program	

District Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	3	4	Region One Staff Development for all Grade 6 Math Teachers		\$3,150.00
1	4	1	SIPPS Training		\$4,500.00
1	4	1	Region One Training for Reading		\$6,000.00
1	4	2	Region One Staff Development - Writing		\$2,400.00
1	4	2	Barry Lane Writing		\$4,500.00
1	4	7	Staff Development for Eng. I & II		\$12,000.00
1	4	7	Instructional Coaching for Eng. I & II Teachers		\$20,000.00
1	4	7	Apex Professional Development		\$8,800.00
1	4	7	Apex Software		\$100,025.00
1	5	1	Staff Development		\$3,000.00
1	6	2	training, training materials		\$0.00
1	11	1			\$0.00
3	2	3			\$0.00
Sub-Total					\$164,375.00
Budgeted Fund Source Amount					\$10,228,237.00
+/- Difference					\$10,063,862.00
Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	13	1			\$175,186.00
1	13	2			\$48,487.00
1	13	3			\$6,300.00
1	13	4			\$11,780.00
Sub-Total					\$241,753.00

Budgeted Fund Source Amount	\$241,753.00
+/- Difference	\$0
Grand Total	\$406,128.00