

Weslaco Independent School District

District Improvement Plan

2020-2021



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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
Overview of the 2019 Accountability System	8
State Accountability Ratings	8
District Processes & Programs	14
Perceptions	29
Priority Problem Statements	32
Comprehensive Needs Assessment Data Documentation	35
Goals	37
Goal 1 : STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders.	37
Goal 2 : ENGAGING LEARNING ENVIRONMENT - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.	100
Goal 3 : PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS - Foster exceptional community service, open communication, and positive collaboration for student success.	116
Goal 4 : PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.	127
Goal 5 : FINANCIAL STRENGTH - Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.	138
State Compensatory	140
Personnel for District Improvement Plan	140
Title I Schoolwide Elements	141
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	141
1.1: Comprehensive Needs Assessment	141
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	141
2.1: Campus Improvement Plan developed with appropriate stakeholders	141
2.2: Regular monitoring and revision	142
2.3: Available to parents and community in an understandable format and language	142
2.4: Opportunities for all children to meet State standards	143
2.5: Increased learning time and well-rounded education	143
2.6: Address needs of all students, particularly at-risk	143

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	143
3.1: Develop and distribute Parent and Family Engagement Policy	143
Title I Personnel	145
District Funding Summary	146
Addendums	149

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

STAFF QUALITY, RECRUITMENT, AND RETENTION

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

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

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

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

PARENT AND FAMILY ENGAGEMENT

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

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

Demographics Strengths

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

Parent and Family Engagement

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

Staff Quality, Recruitment, and Retention (Human Resources)

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

Problem Statements Identifying Demographics Needs

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

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

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

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

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

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

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

Student Learning

Student Learning Summary

Overview of the 2019 Accountability System

State Accountability Ratings

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

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

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

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

2018 Accountability Summary

WISD Score

Domain I: Student
Achievement

78

Domain II: School Progress

88

**2018 Accountability
Summary**

WISD Score

Domain III: Closing the
Gaps 80

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

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

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

ALL Grade LEVELS

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

The 2019 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	19	81	44	21

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
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	16	84	59	31
8th Science	21	79	49	23
Biology EOC	14	86	59	17
8th Social Studies	32	68	38	22
US History EOC	24	86	59	28

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

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

***PBMAS 2018 Data

**Current and monitored

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

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

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

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

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

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

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

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

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

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

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

Student Learning Strengths

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

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

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

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

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

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

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

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

In Science, 11 campuses earned a distinction.

Problem Statements Identifying Student Learning Needs

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

Personnel

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

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

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

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

Curriculum

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

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

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

The Fountas and Pinnell Benchmark Assessment System is administered by Kindergarten – 5th grade teachers to determine students' instructional reading

levels. At the beginning of each month, students are assessed on *Istation* which places students on individual paths of learning (K-9). *Compass Learning* is a reading program for middle school students which provides assessment and support on STAAR.

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

Technology

Weslaco ISD technology is intended to improve the academic achievement, including technology literacy, of all students. At the core of this initiative is our sustained effort to build the capacity of all teachers to innovatively use technology to improve teaching and learning.

A key focus area is blended learning which combines data-driven instruction with opportunities for students to use online resources to engage in personal learning experiences. Technology systems and resources are powerful tools that can enhance teaching and learning experiences. The overall plan is to 1) provide rich resources that can be used to support innovative teaching and blended/personalized learning and 2) to provide direct and indirect support to build teacher capacity to apply the tools to maximize student learning.

Several data sources provide feedback on patterns of use in our lower tech use, tech enriched and blended learning classrooms. Data on the frequency of device use, level of online learning resources, and the number of teachers using Google Classroom are analyzed and shared with district/campus staff. Student and staff surveys such as the Project Tomorrow Speak up survey provide some insight into patterns of technology use and the overall student learning experience within the district.

Our planning for technology is based on information drawn from many sources including: [The 2017 National Educational Technology Plan](#), 2018-2023 Texas Long Range Plan for Technology, The annual [COSN Driving K12 Innovation](#) report that forecasts technology trends in education, ISTE NETS standards for teachers, administrators, students, and coaches. Surveys of teachers, students, and administrators are also important to this process. We are committed to creating a 21st century learning environment for all staff and students. Emphasis is placed on the importance of ongoing and sustained staff development to support the personalization of instruction through blended learning and other innovative teaching strategies. Technology department purchasing of programs which support content area learning are Nearpod, Edpuzzle, and GSuite for Education Enterprise.

Parental Involvement

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

Library Services

Weslaco ISD library programs exist to provide and promote:

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

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

GIFTED AND TALENTED

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

CAREER AND TECHNOLOGY EDUCATION

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

situations. CTE provides each student with tools and programs that create personalized plans based on their responses to instruction - this can include online coursework, work-based internships, and industry certification on software.

ANTI-BULLYING PROGRAMS

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

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

PROFESSIONAL PRACTICES

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

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

PROFESSIONAL DEVELOPMENT SUE PETERSON

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

SPECIAL EDUCATION

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

Bilingual/ESL

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

FINE ARTS Ron Bissett

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

College Readiness

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

enrollment courses and secure the necessary skills to be college-ready.

Health Services SUSAN STRONG

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

District Processes & Programs Strengths

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

Strengths:

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

Distinction Designations

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

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

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

Parental Involvement

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

Technology

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

Infrastructure:

- An extremely robust infrastructure including a high speed Local Area Network and high capacity internet access of 10Gps.
- Over 24,000 student devices, including 19,000 Chromebooks and 5,000 PC computers.
- Wireless infrastructure with 1 dedicated wireless access point in each classroom
- Over 2,000 active cameras to ensure security and safety

Learning Systems/Resources:

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.

- G-Suite Enterprise for education throughout the district, with access for every teacher to the online Google Classroom system for enabling 24/7 learning.
- Well managed chromebooks for student use with customized policies to make student use more efficient.
- Clever Single Sign on portal for one stop shopping for learner access.
- 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, and Schoology for online synchronous & asynchronous PD. Innovative Teaching research-based best practices of Blended Learning, Personalized Learning, and STEAM Integration. Blended Learning is advocated and supported by the Technology Department as it provides instruction that matches student skill, expands learning time, focuses on face-to-face interactions with the use of online learning is the way students learn all in an effort to Close the Gaps. Personalized Learning relates to the instructional environment tailored to the needs, skills, and interests of each student with the teacher shaping educational experiences for their students helping them engage with learning tools that will enrich and support deeper learning, including different types of technology.
- Raise Your Hand Texas Blended Learning grant to be implemented over the next 4 years. The 2020-2021 school year is a foundational year.

Library Services

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

Career and Technology Education

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

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

PROFESSIONAL PRACTICES

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

PROFESSIONAL DEVELOPMENT SUE PETERSON

SPECIAL PROGRAMS Neil Garza, Elias Trevino,

FINE ARTS Ron Bissett

Advanced Academics

The Advanced Academics Program Strengths:

Fidelity of Services

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

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

Student Assessment

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

Service Design

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

Curriculum and Instruction

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

Professional Development

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

Family/Community Involvement

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

College Readiness

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

Health Services Susan Strong

Problem Statements Identifying District Processes & Programs Needs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Problem Statement 15: Community is not aware of the college, career and military opportunities that the district offers. **Root Cause:** Not enough information is displayed on the district websites. Social media is not properly utilized.

Problem Statement 16: The library program struggles to provide the current academic curriculum with adequate resources at the various campuses. **Root Cause:** The campus budgets have been decreasing on a yearly basis.

Problem Statement 17: Library facility needs include replacement of shelving & other furniture which is 20 years or older in 80% of the campus libraries.

Root Cause: Since the library is the "hub" of the school, it receives much "wear & tear" and the limited budgets do not allow for updating of the overall facility .

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

Problem Statement 19 (Prioritized): Limited implementation of differentiation and modification for G/T students in core classes. **Root Cause:** Lack of appropriate and/or up to date training in the Gifted and Talented education field.

Problem Statement 20 (Prioritized): Middle School G/T Pull-Out Program conflicts with some scheduling of advanced classes at middle school campuses. **Root Cause:** Advanced classes were assigned to students during the periods they are to attend the middle school G/T Program. Often the G/T students participate in many electives that make scheduling challenging for campus administration.

Problem Statement 21 (Prioritized): Lack of data being desegregated by teachers to track G/T student progress and increase their grades in class and on exams. **Root Cause:** G/T students are not often students of concern because they usually preform above the average ability of their peers.

Problem Statement 22 (Prioritized): Lack of family and community engagement in G/T showcases and program evaluations. **Root Cause:** Parents are not used to having G/T functions to attend or yearly evaluations to complete.

Problem Statement 23 (Prioritized): There is a need for an additional 10% of staff to be trained on CPR due to possible need at any of the district sites. Some staff may have heart disease and or obesity issues that can cause heart attacks. **Root Cause:** The cause is the lifestyles led by some of the staff. There is a lack of understanding and commitment of healthy practices.

Problem Statement 24 (Prioritized): Not all campuses have full-time nurses to service the campuses from 8:00 - 4:00 daily. **Root Cause:** A couple of the campus nurses retired or resigned and they were not replaced due to funding shortages.

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

Problem Statement 26 (Prioritized): Current learning environments do not meet the needs of all learners, academically, socially, and emotionally. (Goal 1) **Root Cause:** A majority of learning environments are designed for "one size fits most".

Problem Statement 27 (Prioritized): Too many students are experiencing cyberbullying and overexposure to unsafe online resources at school and at home. (Goal 2) **Root Cause:** Students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment.

Problem Statement 28 (Prioritized): Limited learning opportunities for some students in the continuum of learning environments. (Goal 2) **Root Cause:** Inequitable access to devices and connectivity for learning.

Problem Statement 29 (Prioritized): With a variety of teacher proficiency levels in the area to implement personalized blended learning within the continuum of learning environments, staff at the Developing stage and Crafting stage need PD at their proficiency level. (Goal 4) **Root Cause:** A plan for purposeful teacher growth in personalized learning is not in place.

Perceptions

Perceptions Summary

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

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

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

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

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

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

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

selected? Do they feel their participation is necessary and important? How do we know? 60. What are the greatest barriers to parent/guardian participation? Identify any barriers that prevent participation by parents/guardians

Perceptions Strengths

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

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

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

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

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

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT ERICA GARCIA

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 5: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR 3-8 and STAAR EOC for EL students (current and monitored).

Root Cause 5: There is a need of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 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 6: There is a need of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs for TEKS implementation.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: There is a need of professional development in writing for all content area teachers to best meet learner needs with emphasis on special populations.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Limited implementation of differentiation and modification for G/T students in core classes.

Root Cause 8: Lack of appropriate and/or up to date training in the Gifted and Talented education field.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Middle School G/T Pull-Out Program conflicts with some scheduling of advanced classes at middle school campuses.

Root Cause 9: Advanced classes were assigned to students during the periods they are to attend the middle school G/T Program. Often the G/T students participate in many electives that make scheduling challenging for campus administration.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Lack of data being desegregated by teachers to track G/T student progress and increase their grades in class and on exams.

Root Cause 10: G/T students are not often students of concern because they usually perform above the average ability of their peers.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Lack of family and community engagement in G/T showcases and program evaluations.

Root Cause 11: Parents are not used to having G/T functions to attend or yearly evaluations to complete.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: There is a need for an additional 10% of staff to be trained on CPR due to possible need at any of the district sites. Some staff may have heart disease and or obesity issues that can cause heart attacks.

Root Cause 12: The cause is the lifestyles led by some of the staff. There is a lack of understanding and commitment of healthy practices.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Not all campuses have full-time nurses to service the campuses from 8:00 - 4:00 daily.

Root Cause 13: A couple of the campus nurses retired or resigned and they were not replaced due to funding shortages.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: There is an increase of students getting infectious illnesses.

Root Cause 14: Students lack the knowledge that keep germs from spreading to other students.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Current learning environments do not meet the needs of all learners, academically, socially, and emotionally. (Goal 1)

Root Cause 15: A majority of learning environments are designed for "one size fits most".

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Too many students are experiencing cyberbullying and overexposure to unsafe online resources at school and at home. (Goal 2)

Root Cause 16: Students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Limited learning opportunities for some students in the continuum of learning environments. (Goal 2)

Root Cause 17: Inequitable access to devices and connectivity for learning.

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 18: With a variety of teacher proficiency levels in the area to implement personalized blended learning within the continuum of learning environments, staff at the Developing stage and Crafting stage need PD at their proficiency level. (Goal 4)

Root Cause 18: A plan for purposeful teacher growth in personalized learning is not in place.

Problem Statement 18 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

Goals

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

Performance Objective 1: By Spring 2021, the number of students who score at the Approaches level on the 8th grade Social Studies STAAR assessment will increase from 68% in Spring 2019 to 71% in Spring 2021.

In addition, the percentage of U.S. History students who score at the Approaches Level on the STAAR EOC assessment will increase from 86% in Spring 2019 to 91% in Spring 2021.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Effective Strategies in Social Studies:

Historical issues such as specific eras/dates/significant figures in World History and U.S. History (grades 5, 6, 8, 10 & 11) Geographical, Political, Social and Economical Influences in History (grades PK to 11)

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.

Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

Funding Sources:

State Comp Ed (SCE) 164 \$9,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Social Studies Strategist and Social Studies teachers (grades 6-11) will attend social studies conferences and workshops.

(Ex. TCSS/TSSSA and NCSS Conferences)

Strategy's Expected Result/Impact: Improved learning opportunities.

Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.

Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Test preparation materials for STAAR Social Studies and U.S. History EOC

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.

Staff Responsible for Monitoring: Social Studies Strategist
Social Studies CIFs
Campus Administration

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Incorporate Social Studies process standards including sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

*TRS Performance Assessments

Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR/EOC Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration Title I Schoolwide Elements: None	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 5: Writing included as part of Social Studies assessments at the elementary, middle school, and high school levels.

Support for social studies teachers on the writing process and STAAR/EOC rubrics.

Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Support for ELAR. Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration Title I Schoolwide Elements: 2.6	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 6: Social Studies Workshops, PLCs, and training for strategist and teachers.				
Support for teachers on latest development and changes in regards to TEKS.				
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Improved learning opportunities. <hr/> Staff Responsible for Monitoring: Social Studies Strategist Social Studies CIFs Campus Administration <hr/> Title I Schoolwide Elements: 2.6 Problem Statements: None <hr/> Funding Sources: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div><div></div></div><div>0%</div></div><div>No Progress</div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 2: By Spring 2021, students scoring at approaches | meets | and masters will increase from 83% | 56% | 24% in Spring 2019 to 90% | 60% | 30% in Science district-wide.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings.

- * Create CBAs/ benchmarks and curriculum documents so that true backwards planning can take place
- * Provide PD on backward planning and collaboration among district teachers
- * Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it.
- * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers
- * Kagan training
- *S3 Strategies Training
- *Region 1 Training
- *TEKSCON
- *CAST

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

- *District CBA's/ Benchmarks
- *STAAR/EOC

Staff Responsible for Monitoring: Science Strategist
Science CIFS
Campus Administration

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Provide purposeful data-driven instruction. * Provide PD on data analysis and methods of re-teach to teachers and leaders * Provide AWARE system with test banks and train teachers on how to create aligned formative assessments	
Strategy's Expected Result/Impact: Increased performance of students on assessments *District CBA's/ Benchmarks *STAAR/EOC Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration Title I Schoolwide Elements: 2.4, 2.5	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 3: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.

- *Updated IFDs
- *Long-Term Plan
- *Updated YAG
- *CBAs and Benchmarks
- *Shared District Backward Planning Documents

<p>Strategy's Expected Result/Impact: Increased performance of students on assessments</p> <p>*District CBA's/ Benchmarks *STAAR/EOC</p> <hr/> <p>Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs:

- *StemScopes
- *EduSmart
- *Gizmos
- *Science4Us
- *Education Galaxy
- *Scientific Minds
- *APEX
- *Elementary Foss online textbook
- *Middle School Savvas Realize online textbook
- *Biology: My HRW Online by Holt McDougal
- *Chemistry: A Natural Approach to Chemistry by Lab Aids
- *Physics: Essential Physics by Pasco Scientific

<div> Strategy's Expected Result/Impact: Increased performance of students on assessments </div> <div> <div>*District CBA's/ Benchmarks</div> <div>*STAAR/EOC</div> </div> <div> Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration </div> <div> Title I Schoolwide Elements: 2.4, 2.5 </div>	Formative
	<div>Nov</div> <div>Jan</div> <div>Mar</div>
	Summative
	<div>June</div>
	<div> Problem Statements: None </div> <div> Funding Sources: None </div>

Strategy 5: Allocate supplemental resources to support effective science instruction and assessment reviews

- *TRS
- *Sirius Education
- *Measuring Up
- *Lab Equipment and Supplies
- *TEKS Banks
- *STAAR Test Maker

Strategy's Expected Result/Impact: Increased performance of students on assessments *District CBA's/ Benchmarks *STAAR/EOC <hr/> Staff Responsible for Monitoring: Science Strategist Science CIFs Campus Administration <hr/> Title I Schoolwide Elements: 2.4, 2.5	Formative
	Nov
	Jan
	Mar
Problem Statements: None <hr/> Funding Sources: None	Summative
	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 3: By Spring 2021, the number of students who score at the Approaches Level on the Mathematics STAAR assessment will increase from 84% in the Spring 2019 to 87% in Spring 2021. Also, the number of students who score at the Approaches Level on the Mathematics STAAR Grade 6 assessment will increase from 71% in the Spring 2019 to 74% in Spring 2021. In addition, the percentage of Algebra I students who score at the Approaches Level on the EOC assessment will increase from 77% in Spring 2019 to 81% in Spring 2021.

Evaluation Data Sources: STAAR Data
District Benchmark Data

Summative Evaluation: None

Strategy 1: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12.

*Updated IFDs

*Backwards Design Document

*COVID-19 Gap Implementation Tool

*Create formative assessments

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

*Curriculum Based Assessments

*District Benchmarks

*STAAR/EOC

Staff Responsible for Monitoring: Elementary Math Strategist

Secondary Math Strategist

Math CIFS

Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:

Student Learning 1, 2

Funding Sources:

TEKS Resource System General Fund \$24,250

TEKSCON August 2021 - TRS Conference General Fund \$1,117.05

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:

- *Reflex Math Grades 2-5
- *Imagine Math Grades K-Algebra
- *Envision Math-SAVVAS (Formally Pearson)
- *HMH Holt McDougal
- *ALEKS-McGraw Hill ConnectEd
- *Texas Home Learning 3.0
- *APEX for TSI and ACT Review
- * Cambridge Educational Services for TSI Review

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

- *Curriculum Based Assessments
- *District Benchmarks
- *STAAR/EOC

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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:
 Student Learning 1, 2

Funding Sources:
 District Online Licenses for Imagine Math (K-Algebra) & Reasoning
 Mind STAAR Readiness Grades 3-5 IMA Funds \$132,800
 District Online Licenses for Reflex Math (2-5) IMA Funds
 \$21,603.38

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics		
*TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations *Math Running Records (Book Study) *Nearpod		
Strategy's Expected Result/Impact: Increased performance of students on assessments		Formative
*Curriculum Based Assessments *District Benchmarks *STAAR/EOC		Nov
Staff Responsible for Monitoring: Elementary Math Strategist Secondary Math Strategist Math CIFs Campus Administration		Jan
Title I Schoolwide Elements: 2.5, 2.6		Mar
Problem Statements: Student Learning 1, 2		Summative
Funding Sources: None		June

Strategy 4: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:		
*RVGCTM(Virtual)- November 14,2020		
*CAMT - July 19-21, 2021		
*Region I		
*TEKSCON - July 2021		
*Ann Elise Records		
*S3Strategies		
*TRS Planning Sessions		
Strategy's Expected Result/Impact: Increased performance of students on assessments		Formative
*Curriculum Based Assessments		Nov
*District Benchmarks		Jan
*STAAR/EOC		Mar
Staff Responsible for Monitoring: Elementary Math Strategist		Summative
Secondary Math Strategist		June
Math CIFs		
Title I Schoolwide Elements: 2.5	Problem Statements: Student Learning 1, 2	
	Funding Sources: Registration for RGVCTM - Math Conference for Math Teachers General Fund \$1,450	

Strategy 5: Monitor student performance including subgroups through the disaggregation of assessment data during PLC and CIF meetings to identify areas of need

*Curriculum Based Assessments

*Benchmarks

*Pearson Placement Test K - 5th

*TEA BOY Assessment 4th - Algebra I

*Online Program-Imagine Math (Quantile Growth) PK - Algebra

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

*Curriculum Based Assessments

*District Benchmarks

*STAAR/EOC

Staff Responsible for Monitoring: Elementary Math Strategist

Secondary Math Strategist

Math CIFs

Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:

Student Learning 1, 2

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: Allocate supplemental resources to support effective math instruction and assessment reviews

- *TRS
- *Mentoring Minds
- *TEKS Bank
- *STAAR Test Maker
- *Sirius Education
- *Measuring Up
- *STAAR/EOC Guides
- *Math Intervention Kits
- *Graphing Calculators

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

- *Curriculum Bases Assessments
- *District Benchmarks
- *STAAR/EOC

Staff Responsible for Monitoring: Math Strategist
Math CIFs
Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:
Student Learning 1, 2

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Student Learning

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

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

Performance Objective 4: The number of students who score at the Approaches level on the STAAR Reading assessment will increase from 72% in Spring 2019 to 75% in Spring 2021. The number of students who score at the Approaches Level on the STAAR Writing assessment will increase from 71% in Spring 2019 to 74% in Spring 2021.

In addition, the percentage of English I students who score at the Approaches Level on the STAAR assessment will increase from 60% in Spring 2019 to 63% in Spring 2021. English II students who score at the Approaches Level on the STAAR assessment will increase from 61% in Spring 2019 to 64% in Spring 2021.

HB3 Goal

Evaluation Data Sources: STAAR Data
District Benchmark Data

Summative Evaluation: None

Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary.

<div> Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: </div> <div> *Curriculum Based Assessments *District Benchmarks *STAAR assessments </div> <div> Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Campus Administration </div> <div> <div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 </div> <div> Problem Statements: None </div> <div> Funding Sources: SIPPS Training State Comp Ed (SCE) \$4,500 Region One Training for Reading State Comp Ed (SCE) \$6,000 Summer School Reading Materials - Elementary Title 1, Part A \$22,000 Staff Development Attendance General Fund \$428.54 Summer School Materials - Middle School State Comp Ed (SCE) \$11,676.50 Summer School Materials- High School State Comp Ed (SCE) \$7,200 </div> </div>	<div>Formative</div>
	<div>Nov</div>
	<div>Jan</div>
	<div>Mar</div>
	<div>Summative</div>
	<div>June</div>

Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development.

*Writing Across the Curriculum through Write to Learn Strategies

*TEKS Resource System

*ABYDOS Literacy Learning

*Region One

Strategy's Expected Result/Impact: Performance on writing assessments:

*Curriculum Based Assessments

*District Benchmarks

*STAAR Assessments

*Writing Prompts

Staff Responsible for Monitoring: ELAR Strategist

ELAR CIFS

Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Funding Sources:

Abydos Staff Development General Fund \$87,600

Region One Staff Development - Writing State Comp Ed (SCE)
\$2,400

Writing Academy State Comp Ed (SCE)

Abydos Books IMA Funds

STAAR Materials General Fund \$980

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Provide staff development, guidance and support in ELAR.

Strategy's Expected Result/Impact: Performance and progress on:

*Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY

*Istation (Indicators of Student Progress) monthly assessments

*SIPPS

*Texas Reading Academies

*Savvas Realize

*APEX

Staff Responsible for Monitoring: ELAR Strategist
ELAR CIFS
Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities.

Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments *Planning for Mastery	Formative
	Nov
	Jan Mar
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches	Summative
	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
Problem Statements: None	
Funding Sources: TEKS Resource System General Fund \$24,250 Attend TEKS Resource System Conference August 2020 General Fund \$1,600	

Strategy 5: Provide staff development, guidance, and support on new ELAR TEKS and state assessments.

Strategy's Expected Result/Impact: *Local and State Assessments *Region One coaching *TRS Planning for Mastery	Formative
	Nov
	Jan Mar
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches	Summative
	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
Problem Statements: None	
Funding Sources: Fountas and Pinnell Benchmark Assessment System IMA Funds \$23,978	

Strategy 6: Provide staff development and support of online and digital platforms.

- *Istation
- *APEX
- *Education Galaxy
- *SIPPS
- *Savvas Realize

Strategy's Expected Result/Impact: *Progress and Usage Reports		Formative
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
Funding Sources: Education Galaxy General Fund \$12,500 Istation - Elementary and PD General Fund \$104,820 Istation - Middle School General Fund \$16,758 Istation - Hidalgo County Boot Camp and Horton General Fund \$6,160 APEX and PD General Fund \$139,390 Istation PD General Fund \$11,200		Summative
		June

Strategy 7: Make provisions for support of 6th- 8th ELAR, and Eng. I and II through the Region One mentoring initiative and strategic staff development.

Strategy's Expected Result/Impact: STAAR/EOC English Results		Formative
Staff Responsible for Monitoring: ELAR CIFs High School ELAR CIFs Middle School ELAR CIFs		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
Funding Sources: Staff Development for Grades 6-8 ELAR and Eng. I & II State Comp Ed (SCE) \$7,500 Instructional Coaching for Eng. I & II Teachers State Comp Ed (SCE) \$36,000 Summer School ELAR Materials State Comp Ed (SCE) \$11,196		Summative
		June

Strategy 8: Develop district assessments (CBAs; benchmarks) and monitor progress:

- *3rd - 8th Reading
- *4th and 7th Writing
- *English I and II
- *K-3 and 5th

Monitor BOY, MOY, and EOY progress on reading assessments:

- *Istation ISIP
- *Writing Portfolios

Strategy's Expected Result/Impact: Improved performance and progress on reading/language arts assessments.		Formative
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFs		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: STAAR Practice Reading and Writing Books IMA Funds \$9,364		Summative
		June

Strategy 9: Promote efferent and aesthetic reading through in school reading, after school reading, at home reading, and summer reading activities.

Efferent:

"...focused on obtaining a piece of information ...the information to be acquired, the logical solution to a problem, the actions to be carried out' after reading (Rosenblatt)

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)

Strategy's Expected Result/Impact: Improved reading results on state and district assessments.		Formative
Staff Responsible for Monitoring: ELAR Strategist ELAR CIFs		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: Summer Gains Literacy Kits Title 1, Part A \$13,500		Summative
		June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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

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

Summative Evaluation: None

Strategy 1: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students.			
Strategy's Expected Result/Impact: None			Formative
			Nov
			Jan
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: Staff Development State Comp Ed (SCE) \$3,000	June
Strategy 2: Increase the number of student participation in dual enrollment courses by providing staff development opportunities to teachers and staff.			
Strategy's Expected Result/Impact: None			Formative
			Nov
			Jan
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June

Strategy 3: Increase graduation rate by 5%.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor			Nov
			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June
Strategy 4: Provide suicide prevention programs and awareness to all students.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor			Nov
			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June
Strategy 5: Implement a strong conflict resolution program that promotes positive relationships and student success.			
Strategy's Expected Result/Impact: None			Formative
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor			Nov
			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June

Strategy 6: Adopt and implement violence prevention and awareness programs. Implement lessons through the counseling department at each campus.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Staff Campus Staff Teacher Counselor		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
Funding Sources: None		June

Strategy 7: Implement pregnancy related services programs at each of the secondary schools.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: District Staff Campus Staff Counselor PRS Teacher		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
Funding Sources: None		June

Strategy 8: At elementary schools, we will increase College and Career Readiness by at least 5% by integrating reading, writing , and academic vocabulary across all curriculum areas.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Principal Subject Area Administrators Professional Learning Communities Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
Funding Sources: None		June

Strategy 9: At the High School level, we will increase College and Career Readiness readiness by at least 5% by including specific instruction and strategies on ACT, SAT, AND TSI exams.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Principal Subject Area Administrators Professional Learning Communities		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		June

Strategy 10: At the Middle School level, we will increase College and Career Readiness by at least 5% by integrating reading and writing across all curriculum areas.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Campus Principal Subject Area Administrators Professional Learning Communities Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		June

Strategy 11: At a District level, we will increase College and Career Readiness by at least 5% by exposing students to careers. career opportunities, career expectations.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Comply with all accountability reports



Summative Evaluation: None




Performance Objective 7: By May 2021, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Implement an Orton-Gillingham intervention program with fidelity	
Strategy's Expected Result/Impact: Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring through easyCBM reports, walk- throughs, STAAR and STAAR EOC's	Formative
Staff Responsible for Monitoring: Dyslexia Teacher, Campus Administration, Dyslexia Coordinator	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
Results Driven Accountability	Summative
Funding Sources: Herman Method, Language Live, Susan Barton, Scottish-Rite State Special Education	June 
Strategy 2: Implement staff development to assist in the training of instructional strategies, in reading, and the understanding of the written language.	
Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' Progress Reports, Progress monitoring through easyCBM reports, improved Reading and Writing STAAR and STAAR EOC scores	Formative
Staff Responsible for Monitoring: Dyslexia Teacher, ELA Teacher, General Education Teacher, Campus Administration, Dyslexia Coordinator	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Jan
Problem Statements: None	Mar
Results Driven Accountability	Summative
Funding Sources: Staff Development, Technological resources (software, hardware), training resources, human capital State Special Education	June 

Strategy 3: Implement accommodations for eligible students to assist students in reading and writing.		
<div><div>Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' progress reports, progress monitoring through easyCBM reports, Kurzweil 3000 reports, improved Reading and Writing STAAR and STAAR EOC scores</div><div>Staff Responsible for Monitoring: Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Coordinator</div><div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div><div>Results Driven Accountability</div></div> <div><div>Problem Statements: None</div><div>Funding Sources: Kurzweil, Technological resources (software, hardware), Handwriting Without Tears, Learning Ally State Special Education</div></div>	Formative	
	Nov	
	Jan	
	Mar	
	Summative	
	June 	
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>		

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 Sources: 2014-2015 Texas Academic Performance Report
 2015-2016 Texas Academic Performance Report
 2016-2017 Texas Academic Performance Report
 2017-2018 Texas Academic Performance Report

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

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

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

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

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

Summative Evaluation: None

Strategy 1: Middle school Advanced Academics Academy will be established in order to meet the advanced needs of GT students grades 6-8.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Advanced Academics Coordinator
 QUEST Middle School Teachers

Title I Schoolwide Elements: 2.6

Problem Statements: None

Funding Sources:
 None

Formative

Nov

Jan

Mar

Summative

June





Strategy 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.

Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers Title I Schoolwide Elements: None		Formative
		Nov
		Jan
		Mar
Problem Statements: None Funding Sources: None		Summative
		June

Strategy 3: Provide training in the Nature and Needs of gifted students and 30 hours of certified gifted training for all teachers of GT students.

Strategy's Expected Result/Impact: All GT students will be serviced by teachers and counselors that are in compliance with the Texas State Plan. Teachers and counselors will know and understand how to meet the needs of GT students. Online staff development will be offered through Responsive Learning and campuses will be expected to keep campus binders of teacher certification. A copy will also be stored at Central Office. Staff Responsible for Monitoring: Advanced Academics Coordinator Campus Facilitator Campus Counselor Campus Teachers Title I Schoolwide Elements: 2.4, 2.5		Formative
		Nov
		Jan
		Mar
Problem Statements: None Funding Sources: None		Summative
		June

Strategy 4: Disaggregate data regarding the number of GT identified students receiving a Level 3 Advanced Academic Performance rating on STAAR.			
Strategy's Expected Result/Impact: Data will show the Level III's and the Advanced Scores of students. TSI, EOC'S, ACT, and SAT score will be looked at the beginning and end of the year.			Formative
			Nov
Staff Responsible for Monitoring: Advanced Academics Coordinator Campus Facilitator Director of Assessments			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June
Strategy 5: Identify areas needing improvement and develop curriculum and engaging instructional support.			
Strategy's Expected Result/Impact: Areas will be identified and action plan will be put in place to achieve areas of improvement.			Formative
			Nov
Staff Responsible for Monitoring: Advanced Academics Coordinator Campus Principals G/T Specialist Teachers			Jan
			Mar
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June

Strategy 6: Develop a plan for program evaluation of the Gifted Program.	
<p>Strategy's Expected Result/Impact: Program evaluation will include but is not limited to student, parent, teacher, and parent surveys. Additional surveys will be put in place as the year progresses.</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>Staff Responsible for Monitoring: Advanced Academics Coordinator</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 7: The district involves family and community members in services designed for Gifted and Talented students throughout the school year.	
<p>Strategy's Expected Result/Impact: Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.</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> <p>Staff Responsible for Monitoring: AdvacnedAcademics Coordinator</p> <p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	

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

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

Summative Evaluation: None

Strategy 1: The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco.

Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city leaders and organizations to collaborate in the planning of joint events.

Staff Responsible for Monitoring: Ensemble Directors
Fine Arts Programs Director

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions.

Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.

Staff Responsible for Monitoring: Visual Arts Teachers
Fine Arts Programs Director

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: All Weslaco ISD Fine Arts disciplines will compete and have a high level of success through their individual governing organizations. These organizations are: UIL, TMEA, VASE, VDEC.				
Strategy's Expected Result/Impact: Weslaco ISD students will be successful at competitions through individual and group performance. Staff Responsible for Monitoring: All WISD Performing and Visual Arts Teachers Fine Arts Programs Director Title I Schoolwide Elements: None Problem Statements: None Funding Sources: None				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 4: The Weslaco ISD Fine Arts Department will plan and host a Fine Arts Festival in the Spring to promote arts advocacy throughout the school and community.				
Strategy's Expected Result/Impact: The WISD Fine Arts Fiesta will educate the community on the importance of the arts in a child's education. Staff Responsible for Monitoring: Fine Arts Programs Director Fine Arts Council All Fine Arts Teachers of WISD Title I Schoolwide Elements: None Problem Statements: None Funding Sources: None				Formative
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				Jan
				Mar
				Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

Evaluation Data Sources: District retention rates.

STAAR and EOC assessment scores

AP scores

ACT/SAT scores

Student grades

Maintain high circulation statistics

Maintain high usage of structured reading programs

End of year inventory evaluation reports

Summative Evaluation: None

Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instructional at every grade level.

Strategy's Expected Result/Impact: Librarian integrate instruction library instruction with classroom instruction through librarian/teacher planning meetings.

Limited planning and collaboration at the elementary level due to type of library scheduling services. More collaboration was done at the secondary level.

Staff Responsible for Monitoring: Campus Library Staff

Teachers

District Library Staff

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

Problem Statements: None

Funding Sources:

State Comp Ed (SCE)

Formative



Nov

Jan

Mar

Summative

June

Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books.				
<div>Strategy's Expected Result/Impact: The elementary libraries allowed for flexible access during the instructional day if staff and space were available. At the secondary level, flexible access was provided throughout the day.</div> <div>Staff Responsible for Monitoring: Campus Library Staff Teachers District Library Staff</div> <div><div>Title I Schoolwide Elements: 2.4, 2.5</div><div>Problem Statements: None</div><div>Funding Sources: None</div></div>				Formative
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				Summative
June				
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				

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

Evaluation Data Sources: Recruitment records

Number of students returning to a specific athletic program

UIL participation submittals

Summative Evaluation: None

Strategy 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

Strategy's Expected Result/Impact: Continue to enforce the No Cut policy

Weekly meetings with staff

Growth numbers to continue and stay strong throughout the year

Hold staff accountable

Staff Responsible for Monitoring: Athletic Director

Assistant Athletic Director

Campus Athletic Coordinator

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Encourage physical Education as a life long lesson		
Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Physical Education Teachers		Nov
Physical Education District Coordinators		Jan
Title I Schoolwide Elements: None		Mar
Problem Statements: None		Summative
Funding Sources: None		June

Strategy 3: 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level

Ensure that we meet the needs of students of all ability levels, including students with disabilities.

Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.

If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.

Strategy's Expected Result/Impact:

Monitor Class enrollments

Monitor contact minutes

staff development sessions

continue to provide resources to staff to ensure student engagement

Staff Responsible for Monitoring:

Athletic Director

Campus Principal

Physical Education Teachers

District Physical Education Coordinators

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4:

Physical Education Requirements

Physical Education

State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities.

It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.

Physical activity requirements

State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.

Students must participate in moderate or vigorous activity at least 30 minutes per day for at least four semesters during grades 6, 7 and 8 (exemptions are allowed for middle-school students who participate in an extracurricular activity that includes vigorous exercise). Districts with block scheduling are permitted to require students to participate in moderate or vigorous physical activity for at least 225 minutes during a two-week period.

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

Find more information on curriculum/instruction

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

Continuous monitoring of campus utilization of SPARK Curriculum

Campus participation with SHAC, Fitnessgram

Staff Responsible for Monitoring: Campus Principal

Assistant Superintendent C&I Elementary

Formative

Nov

Jan

Mar

Summative

June

Assistant Superintendent C&I Secondary

Campus Physical Education Teachers

District Physical Education Coordinator

Athletic Director

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 12: Student success and achievement will be further supported and improved through providing sustained and continuous instruction by CTE Staff using resources, strategies and methodologies specific to student populations. Student achievement will be reflected in improved testing scores as well as a 3% increase in the number of students meeting CCMR accountability goals.

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

Summative Evaluation: None

Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals			
Strategy's Expected Result/Impact: Improvement (primarily)on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS)		Formative	
Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist		Nov	
Title I Schoolwide Elements: None		Jan	
Problem Statements: None		Mar	
Funding Sources: State Career and Technical \$4,868,875 Perkins Career & Technical Education \$175,186		Summative	
		June	
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.			
Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes		Formative	
Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist		Nov	
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan	
Problem Statements: None		Mar	
Funding Sources: State Career and Technical \$417,723 Perkins Career & Technical Education \$48,487		Summative	
		June	

Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.				
Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist Title I Schoolwide Elements: None			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.				
Strategy's Expected Result/Impact: Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & new accountability system of 2018-19 that will be based on this school year. Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff Title I Schoolwide Elements: None			Formative	
			Nov	
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			Summative	
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<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 13: By the end of year 2020-2021, STAAR and EOC scores for students serviced by special education will increase 5%.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Provide training to designated stakeholders on instructional strategies, use of various learning platforms, designated supports, behavioral strategies/supports, and IEP requirements.

Strategy's Expected Result/Impact: By the end of year 2020-2021, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators.

Staff Responsible for Monitoring: Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

Problem Statements: None

Results Driven Accountability

Funding Sources:

Staff development, training materials, technology software State Special Education

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations (both in person and/or remotely), and the provision of services deemed necessary by the ARD committee.

Strategy's Expected Result/Impact: By the end of year 2020-2021, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress

Staff Responsible for Monitoring: Special Education staff and Campus Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Problem Statements: None

Results Driven Accountability

Funding Sources:

Staff development, training materials, human capital, testing materials, technology resources (software, hardware) State Special Education

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 14: Promote and implement personalized learning strategies along the continuum of learning environments.

*Targeted Instruction

*Data Driven Decisions

*Flexible Content & Tools

*Student Reflection & Ownership

Evaluation Data Sources: -Innovative Teaching Day : Exit Tickets from Community strand

-Eduphoria: sign in sheets

-Feedback from RYHT grant leaders

-Classroom observations

-Tactics Bank Document & Site

-Learning Walks

-ITC feedback

Summative Evaluation: None

Strategy 1: Implement foundational support for the Raise Your Hand Texas Blended Learning grant with selected campuses and K-2 teachers from those campuses.

Strategy's Expected Result/Impact: Increased student success.

Increased knowledge of personalized, blended learning competencies (use of data, resources, methodologies) by leadership and teachers.

Staff Responsible for Monitoring: Director of Instructional Technology

Instructional Technology Strategist

Campus Administration

ITC

Title I Schoolwide Elements: 2.6

Problem Statements:

District Processes & Programs 26

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Develop, promote, and implement a Tactics Bank of innovative instruction aligned to technology goals, with an emphasis on ELPS implementation.				
Strategy's Expected Result/Impact: Increased student success. Increased knowledge of personalized, blended learning competencies (use of data, resources, methodologies) by leadership and teachers. Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist Title I Schoolwide Elements: None			Formative	
			Nov	
			Jan	
			Mar	
			Summative	
			June	
Strategy 3: Mentor/coach teachers, ITCs, and administration on personalized learning research-based best practices along the continuum of learning environments.				
Strategy's Expected Result/Impact: Increased student success. Increased knowledge of personalized, blended learning competencies (use of data, resources, methodologies) by leadership and teachers. Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist Title I Schoolwide Elements: None			Formative	
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<div><div><div><div></div></div><div>0%</div></div><div>No Progress</div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div><div><div><div></div></div><div></div></div><div>Continue/Modify</div><div><div><div></div></div><div></div></div><div>Discontinue</div></div>				
District Processes & Programs				
Problem Statement 26: Current learning environments do not meet the needs of all learners, academically, socially, and emotionally. (Goal 1) Root Cause: A majority of learning environments are designed for "one size fits most".				

Performance Objective 15: Increase the number of college-ready students by 5% by the end of 2020.2021.

Evaluation Data Sources: Post-secondary readiness, ApplyTexas counts, Graduation Rates, promotion rates. FAFSA applications, and CCMR.

Summative Evaluation: None

Strategy 1: Campus staff will work closely with students to expose them to college ready material, such as college applications, FAFSA, scholarships, and others.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: 2.4, 2.5	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Support Staff will adopt a college readiness plan district-wide. Counselors will also focus on guidance curriculum lessons. Some of those lessons will focus on college readiness activities such as college exploration.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Ongoing monitoring will take place	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June

Strategy 3: All seniors will submit an Apply TX and FAFSA application in 2020.2021. Counselors will help students remotely in meeting this new requirement. They will be working with English IV teachers. Counselors will present during English IV classes and will ensure that all students submit Apply TX. Later they will schedule one-on-one sessions with seniors to complete FAFSA.

Strategy's Expected Result/Impact: Increase college readiness goals.		Formative
Staff Responsible for Monitoring: College readiness specialists, high school counselors.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources:	Mar
	None	Summative
		June

Strategy 4: Increase the number of students participating in AP, dual enrollment, and OnRamps classes.

Strategy's Expected Result/Impact: Strengthen college-readiness		Formative
Staff Responsible for Monitoring: High school principals, administration, college readiness specialists, and counselors.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources:	Mar
	None	Summative
		June

Strategy 5: Strengthen our early college high school academies. Works with staff to ensure that our students are successfully completing dual enrollment classes and completing associate's degrees.

Strategy's Expected Result/Impact: Strengthen college readiness.		Formative
Staff Responsible for Monitoring: High school principals, administration, college readiness specialists, and counselors.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
	Funding Sources:	Mar
	None	Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Graduation rates, STAAR scores, benchmark scores, attendance percentages, leaver percentages

Summative Evaluation: None

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

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environments.				
<div>Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment.</div> <div>Staff Responsible for Monitoring: Librarians</div> <div><div><div>Title I Schoolwide Elements: None</div><div>Problem Statements: None</div><div>Funding Sources: None</div></div></div>				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 2: Librarians will provide library programming on site or remotely.				
<div>Strategy's Expected Result/Impact: At least 70% of the students will participate in the library celebrations provided district-wide.</div> <div>Staff Responsible for Monitoring: Librarians</div> <div><div><div>Title I Schoolwide Elements: None</div><div>Problem Statements: None</div><div>Funding Sources: None</div></div></div>				Formative
				Nov
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				Summative
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<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 18: By Spring 2020-2021 school year the percentage of Migrant students who score approaches level will increase on STAAR 3-8 by 2% in Math, 6% in Reading, 4% in Science and 16% in Social Studies. The Migrant EOC Passing rate will increase by 5% in Math, 6% in Science, 2% in Social Studies and 17% in English Language Arts. PFS students will be provided with supplemental services and interventions by 50% increase utilizing the Migrant Instructional Assistants. The annual Migrant drop out rate will decrease by 2%.

Targeted or ESF High Priority

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

Summative Evaluation: None

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

Strategy's Expected Result/Impact: 2% overall increase in 3-8 STAAR Math and 5% overall increase in EOC Math. 6% overall increase in 3-8 STAAR Reading and 17% overall increase in EOC English Language Arts.

Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assistants

Title I Schoolwide Elements: None

Problem Statements: None

Results Driven Accountability

Funding Sources:

Equity Plan

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selection, providing leadership and mentoring programs, facilitating family/school connections, providing periodic home visits. Provide professional development for MEP Staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP. (via-virtual instruction, pending approval of back to school in person learning).

Strategy's Expected Result/Impact: 2% decrease in Annual Drop-Out rate.

Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assistants, Recruiters, NSG Clerks.

Title I Schoolwide Elements: None

Problem Statements: None

Results Driven Accountability

Funding Sources:

Equity Plan

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Coordinate/Implement In State & Out Of State College Recruitment Trips, Leadership Workshops, STEM (Researched Based Projects) (via-virtual and zoom format, pending back to school in person learning and lift on school district travel ban for student in-state and out of state field trips due to current Covid-19 Pandemic.

Strategy's Expected Result/Impact: Migrant Director, Migrant Strategist, Migrant Interventionist

Staff Responsible for Monitoring: Campus Administrative Staff, Migrant Secondary Strategist & Migrant Specialist, Campus Counselors

Title I Schoolwide Elements: None

Problem Statements: None

Results Driven Accountability

Funding Sources:

Equity Plan

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: The Migrant Department will provide a Supplemental Summer Program to enhance and/or enrich the struggling child or the child needing to advance. In addition accelerated instruction and enrichment camps will be provided via-virtual instruction, pending approval of back to school in person learning.

Strategy's Expected Result/Impact: 10% increase in summer participation of enrichment program.		Formative
Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks.		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Results Driven Accountability	Funding Sources:	Summative
Equity Plan	None	June

Strategy 5: Migrant 3 and 4 year olds will receive A Bright Beginning Program: a home-based research-based TEA approved program that provides an opportunity to begin early childhood education.

Strategy's Expected Result/Impact: 5% increase of ABB students.		Formative
Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks.		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
Results Driven Accountability	Funding Sources:	Summative
Equity Plan	None	June

Strategy 6: The Migrant Department provides early intervention for migrant students with learning needs through the use of Migrant Instructional Assistant and a Migrant funded teacher. Supplemental instructional support for Migrant PK-12 grade students who are PFS and performing below the expected level of instruction. Collaboration with parents, teacher and administrators to provide reading and math skills. Families will receive self-selected home library for each migrant household.			
Strategy's Expected Result/Impact: Increase the reading and math skills of low performing Migrant students.			Formative
Staff Responsible for Monitoring: Migrant Director, Migrant Strategist, Migrant Interventionist, Migrant Instructional Assitants, Recruiters, NSG Clerks.			
Title I Schoolwide Elements: None		Problem Statements: None	Nov
Results Driven Accountability		Funding Sources:	Jan
Equity Plan		None	Mar
			Summative
			June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

Performance Objective 19: By the end of the 2020-2021 school year, the percentage of ELL students who score at the approaches level on STAAR Reading in middle school will be 70%, on STAAR EOC Reading tests in high school will be 60%, on STAAR EOC Algebra 1 tests in high school will be 75%, on STAAR Science in middle school will be 70% and EOC Science tests in high school will be 60%, and on STAAR EOC Social Studies tests in high school will be 60%

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Assess all 7th grade students who did not meet passing requirement on STAAR Reading the first four weeks of school with iStation to find all student's independent instructional and frustration levels of reading	
Strategy's Expected Result/Impact: Increase independent reading levels of all students	Formative
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
Results Driven Accountability	Summative
Funding Sources: iStation software State Bilingual/ESL	June
Strategy 2: Provide staff development opportunities on independent reading, small-group reading, and literature	
Strategy's Expected Result/Impact: Professional growth in area of Reading for participants.	Formative
Staff Responsible for Monitoring: WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
Results Driven Accountability	Summative
Funding Sources: training, training materials State Bilingual/ESL	June

Strategy 3: Provide student-choice reading selections through the year.				
Strategy's Expected Result/Impact: Increase independent reading levels of all students				Formative
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
Results Driven Accountability		Funding Sources: Books for independent reading State Bilingual/ESL		Mar
				Summative
				June
Strategy 4: Incorporate independent reading in English or ESL block; conference with several students daily on their chosen text.				
Strategy's Expected Result/Impact: Increase independent reading levels of all students				Formative
Staff Responsible for Monitoring: Principal, CIF, Reading/ELA Teachers, WISD ELA Strategist, Bilingual/ESL Director, & Bilingual/ESL Strategist				Nov
Title I Schoolwide Elements: 2.5, 2.6		Problem Statements: None		Jan
Results Driven Accountability		Funding Sources: Books for independent reading State Bilingual/ESL		Mar
				Summative
				June
Strategy 5: Facilitate field trips for High School Recent Immigrant students to experience American culture and social norms.				
Strategy's Expected Result/Impact: Understanding and appreciation of American culture and social norms				Formative
Staff Responsible for Monitoring: ESOL Teachers, Bilingual/ESL Director, & Bilingual/ESL Strategist				Nov
Title I Schoolwide Elements: 2.5		Problem Statements: None		Jan
		Funding Sources: Multicultural experience venues, travel State Bilingual/ESL		Mar
				Summative
				June

Strategy 6: Enroll all 9th grade students into two periods of mathematics: Algebra 1 and Strategic Math.

Strategy's Expected Result/Impact: Establish a strong math foundation for ELL success

Staff Responsible for Monitoring: Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, Bilingual/ESL Strategist, & High School Math Lead Teachers

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

Results Driven Accountability

Funding Sources:
classroom supplies and educational materials State Bilingual/ESL

Formative

Nov

Jan

Mar

Summative

June

Strategy 7: Create student intervention plans as needed through progress monitoring.

Strategy's Expected Result/Impact: Establish a strong math foundation for ELL success

Staff Responsible for Monitoring: Principal, CIF, WISD Mathematics Strategist, Bilingual/ESL Director, Bilingual/ESL Strategist, High School Math Lead Teachers,

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Results Driven Accountability

Funding Sources:
classroom supplies, educational materials State Bilingual/ESL

Formative

Nov

Jan

Mar

Summative

June

Strategy 8: Implement Sheltered Instruction model strategies to help EL students:

- Small group discussion
- Peer tutoring
- Use of graphic organizers
- Vocabulary instruction
- Questioning techniques
- Lab based lessons
- Scaffolding techniques

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success

Staff Responsible for Monitoring: WISD Science Strategist, Campus Admin., Bilingual/ESL Director, & Bilingual/ESL Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Results Driven Accountability

Funding Sources:
State Bilingual/ESL

Formative

Nov

Jan

Mar

Summative

June

Strategy 9: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual/ESL settings

Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELL's and increase percentage in attainment of Advanced High TELPAS composite

Staff Responsible for Monitoring: Bilingual/ESL teachers, Campus Principal, CIF, Bilingual/ESL Director, and Bilingual/ESL Strategist

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

Results Driven Accountability

Funding Sources:
training, training resources State Bilingual/ESL

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Support campus administrators and teachers during asynchronous and synchronous remote instruction through walk throughs, professional development, and monthly newsletters.				
Strategy's Expected Result/Impact: Students will receive effective and efficient bilingual and/or ESL instruction				Formative
Staff Responsible for Monitoring: Bilingual Director and Bilingual ESL Strategist				Nov
Title I Schoolwide Elements: 2.5, 2.6				Jan
Problem Statements: None				Mar
Funding Sources: State Bilingual/ESL				Summative
				June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Processes and programs will be in place for safe and secure technology environments for 100% of WISD students and staff.

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

Summative Evaluation: None

Strategy 1: All staff will complete internet safety training.	
Strategy's Expected Result/Impact: Staff awareness of internet safety procedures to model with students.	Formative
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: District Processes & Programs 27	Mar
Funding Sources: None	Summative
	June
Strategy 2: All students will participate in internet safety lessons and activities. *Common Sense Education lessons *Cyberbullying activities coordinated with Anti-bullying week , Nov. 16-25.	
Strategy's Expected Result/Impact: Improved digital citizenship behaviors evidenced by decreased negative behaviors.	Formative
Staff Responsible for Monitoring: Executive Director of Technology, Director of Instructional Technology	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: District Processes & Programs 27	Mar
Funding Sources: None	Summative
	June

Strategy 3: Continue process for safe and secure environments using: *Content Keeper				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist				Nov
Title I Schoolwide Elements: None				Jan
Problem Statements: District Processes & Programs 27				Mar
Funding Sources: None				Summative
				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				
District Processes & Programs				
Problem Statement 27: Too many students are experiencing cyberbullying and overexposure to unsafe online resources at school and at home. (Goal 2) Root Cause: Students and staff lack knowledge about internet safety/cyberbullying and processes in place to ensure a positive online learning environment.				

Performance Objective 2: Processes and programs for technology rich and inviting environments will be in place for 100% of WISD students and staff.

Evaluation Data Sources: Project Tomorrow Speak Up Survey

1:1 Devices

Nearpod user data

Edpuzzle user data

Summative Evaluation: None

Strategy 1: All students will participate in Digital Learning Day (Feb. 27, 2021).	
Strategy's Expected Result/Impact: Students experience an inviting tech-rich day across the district.	Formative
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: District Processes & Programs 28	Mar
Funding Sources: None	Summative
	June
Strategy 2: Process in place for technology rich learning environments. *Replacement purchasing *Software purchasing *1:1 devices *Increase student connectivity	
Strategy's Expected Result/Impact: Process in place for purchasing software that is compatible with WISD systems. Equitable access to devices Equitable access to connectivity	Formative
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: District Processes & Programs 28	Mar
Funding Sources: None	Summative
	June

Strategy 3: Stakeholders will participate in Project Tomorrow Speak UP Survey to monitor perceptions of a safe, secure, drug-free, technology-rich and inviting environment district-wide.			
Strategy's Expected Result/Impact: Knowledge of stakeholder perceptions		Formative	
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist		Nov	
Title I Schoolwide Elements: None		Jan	
Problem Statements: District Processes & Programs 28		Mar	
Funding Sources: None		Summative	
		June	
Strategy 4: Create a resource bank for teachers of personalized learning tactics that portray technology-rich, innovative, and inviting learning environments.			
Strategy's Expected Result/Impact: Teachers share high-quality resources with colleagues.		Formative	
Staff Responsible for Monitoring: Director of Instructional Technology Instructional Technology Strategist		Nov	
Title I Schoolwide Elements: None		Jan	
Problem Statements: None		Mar	
Funding Sources: None		Summative	
		June	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			
District Processes & Programs			
Problem Statement 28: Limited learning opportunities for some students in the continuum of learning environments. (Goal 2) Root Cause: Inequitable access to devices and connectivity for learning.			

Performance Objective 3: 100% of Weslaco ISD campuses will be secured with rod iron fencing in order to protect students, faculty, and staff from potential threats. This will create peace of mind for teacher to conduct their classrooms and for students to learn in a safe environment.

Evaluation Data Sources: Building schedules

Summative Evaluation: None

Strategy 1: Evaluate all district facilities and determine fencing needs.

Fencing to be completed by December 2017

Strategy's Expected Result/Impact: Provide safety and security for students and staff.

Formative

Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services
Assistant Superintendent for Business and Finance
Maintenance Supervisor
Facility Administrators

Nov

Jan

Mar

Title I Schoolwide Elements: None

Problem Statements: None

Summative

Funding Sources:
General Fund

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Access control: 100% of campuses and facilities at Weslaco ISD will have electronically secured doors by installing locking mechanisms at one or two entrance points. All other doors will be for exiting only. Each staff member will be assigned an access card to gain entrance to the building.

Evaluation Data Sources: A district wide security plan will be created and approved by the Board of Trustees.

Summative Evaluation: None

Strategy 1: Assess all facilities to determine the number and locations for the installation of magnetic doors.

Doors to be installed by May 2019.

Strategy's Expected Result/Impact: Provide safety and security for students and staff.

Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services

Assistant Superintendent for Business and Finance

Maintenance Supervisor

Facility Administrators

Director of Risk Management

Director for Safety and Security

Formative

Nov

Jan

Mar

Summative

June

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

General Fund



No Progress



Accomplished



Continue/Modify



Discontinue

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

Evaluation Data Sources: Sign-in rosters from training sessions

Summative Evaluation: None

Strategy 1: Train personnel at campuses in CPR/AED/First Aid

Training will be completed by May 2018

Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.

Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services
Director of Risk Management
Nurse Coordinator

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 6: Weslaco ISD will staff each campus with a full-time nurse by the first day of the 2020-2021 academic years to ensure each student has the opportunity to be healthy, safe and ready to learn.

Evaluation Data Sources: Staffing Rosters





Summative Evaluation: None

Strategy 1: Provide a nurse at each campus during the 2017-2018 school year to provide aid to students.			
Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that a nurse is available should they have a need for one. Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator			Formative
			Nov
			Jan
Title I Schoolwide Elements: None Problem Statements: None Funding Sources: None			Mar
			Summative
			June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 7: Each of Weslaco ISD campuses and departments will implement the Henry the Hand infection control program along with a glow germ age appropriate classroom lesson by the end of the first semester to improve attendance by bringing each campus to the top of their group of 40.

Evaluation Data Sources: Lesson Plans

Summative Evaluation: None

Strategy 1: Provide training on Henry the Hand infection program to each campus.			
Strategy's Expected Result/Impact: All students will understand the importance of dental hygiene.			Formative
Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator			Nov
Title I Schoolwide Elements: None			Jan
Problem Statements: None			Mar
Funding Sources: None			Summative
			June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 8: WISD has adopted an anti-bullying plan that will help students feel safe and secure while at school. District initiatives will be in place that promotes anti-bullying behaviors.

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

Summative Evaluation: None

Performance Objective 9: WISD will provide all students access to a well-rounded education
We will Improve academic outcomes by maintaining safe and healthy students.

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

Summative Evaluation: None

Performance Objective 10: Student Resource Officers will ensure that all students are safe. Secondary campuses will be assigned School Resource Officers, who will be responsible for safety and crime prevention in schools. They will also mentor and conduct presentations on youth-related issues.

Evaluation Data Sources: Decrease in dropout rates, increase graduation rates, decrease in expulsions, increase attendance.

Summative Evaluation: None

Performance Objective 11: All library activities will offer students a variety of engaging technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning.

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Through library instruction, librarians will provide instruction on the use of technology applications as well as of additional online resources for use in all areas of the curriculum and all grade levels.

Strategy's Expected Result/Impact: Usage reports will indicate the level of student engagement on the use of technology offered.

Staff Responsible for Monitoring: Librarians

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 12: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.

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

Summative Evaluation: None

Performance Objective 13: Provide crisis intervention to students and staff. Provide training to staff to ensure that they possess the latest research-based training to better help our students and staff.

Evaluation Data Sources: Monitor the number of referrals.

Summative Evaluation: None

Performance Objective 14: Counselors and social workers will work closely with students remotely and face-to-face. Guidance lessons are in place to help students strengthen skills that will help them deal with COVID19.

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

Summative Evaluation: None

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

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

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

Summative Evaluation: None

Strategy 1: Utilize all forms of contact with parents through phone calls, different platforms utilized by teachers, flyers sent home (when applicable), email, parent teacher conferences, virtual and face to face (when applicable) school parent meetings, school messenger, K-WES and social media (Facebook and Twitter).

Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.

Staff Responsible for Monitoring: Parent & Family Engagement Director
 Central Office Administrators
 Campus Principal & Administration
 Parental Specialist
 Community Liaison
 Social Worker
 Campus Counselor
 ACE Coordinators & Family Engagement Specialist
 Librarians

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:
 Title 1, Part A

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Provide district aligned parent meeting's virtually or face to face when applicable. Topics will range from online learning to preparing your home for this type of atmosphere. Other topics will include technology (different software utilized by campus, different platforms to communicate with parents and parent portal), State STAAR, Bullying and Drug Prevention, Literacy and Core Academic Strategies, The Leader In Me, Mental Health Awareness, Campus Safety Precautions, Nutrition and College & Career Exploration and Readiness. An additional topic has been added to to monthly meetings based on campus needs. The district has released a series of videos, a parent FAQ and a parent helpline for additional support.

<p>Strategy's Expected Result/Impact: Research has shown that children of parents who volunteer and/or participate with events on campus student's make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be.</p> <hr/> <p>Staff Responsible for Monitoring: Parent & Family Engagement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist Nurse Librarians</p> <hr/> <p>Title I Schoolwide Elements: None</p>	Formative
	Nov
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p>	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 3: Continue to implement a system for tracking parent participation by calculating number of participants per meeting. Parents will be recognized for attending parent meetings.

Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison ACE Specialist Title I Schoolwide Elements: None	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 4: Revise, distribute, and evaluate annually the District Family and Community Engagement Policy. Also, monitor that each campus has revised their campus parental engagement policy and school/parent compact with parents.

Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist & Community Liaisons Title I Schoolwide Elements: None	Formative
	Nov
	Jan
	Mar
Problem Statements: None Funding Sources: None	Summative
	June

Strategy 5: Conduct Title 1 meeting at each Title 1 campus. Information regarding the Title 1 program and requirements will be shared. The meeting should include invitation (flyer), sign-in, agenda, and documentation of the presentation.

<p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison</p>	Formative
	Nov
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 6: Promote Early Childhood Literacy programs for parents and families.

<p>Strategy's Expected Result/Impact: Children will be prepared for Pre-K and Kinder. Parents will be taught how to reach to their children and healthy eating habits.</p> <p>Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison Camus Staff ELF Principal HEB Representatives Teachers teaching HEB Read 3 program.</p>	Formative
	Nov
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 7: The parental staff will be encouraged to attend professional development in different capacities to keep on-going skill development and up to date with Title 1, Part A requirements. Professional development includes but not limited to monthly staff meetings, individual six weeks meeting with parental director, Region 1, and state/national conferences. Also, attend meetings that cover McKinney-Vento Homeless, Foster Care and SHAC.

Strategy's Expected Result/Impact: Parental staff will be up to date on the latest information regarding Title 1 requirements.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff Campus Principal & Administration Parental Specialist Community Liaison		
Title I Schoolwide Elements: None		
Problem Statements: None		
Funding Sources: None		

Strategy 8: Office supplies, technology items such as toner and printers are needed to provide parents documentation required by Title 1, Part A. Title 1, Part A requires that parents/community members need to be provided with an invitation (flyer), agenda, information regarding topic of meeting, and an evaluation.

Strategy's Expected Result/Impact: An increase in parental engagement and student achievement.		Formative
Staff Responsible for Monitoring: Parent & Family Engagement Director PFE Office Staff		Nov
		Jan
Title I Schoolwide Elements: None		Mar
Problem Statements: None		Summative
Funding Sources: None		
		June

Strategy 9: Will provide on-line GED and and ESL classes in the Fall and Spring for WISD parents.				
Strategy's Expected Result/Impact: An increase in parental engagement and student achievement.				Formative
Staff Responsible for Monitoring: District Parental Staff				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
		Funding Sources: None		Mar
				Summative
				June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

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

Summative Evaluation: None

Strategy 1: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as but not limited to: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and Children's Defense Fund.

Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.

Staff Responsible for Monitoring: Parental Involvement Director

Central Office Administrators

Campus Principal & Administration

Parental Specialist

Community Liaison

Social Worker

Campus Counselor

ACE Family Engagement Specialist

Title I Schoolwide Elements: None

Problem Statements: None

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative





June

Strategy 2: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness.

<div> Strategy's Expected Result/Impact: When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education. </div> <div> Staff Responsible for Monitoring: Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist </div> <div> Title I Schoolwide Elements: None <div> Problem Statements: None </div> <div> Funding Sources: None </div> </div>		Formative
		Nov
		Jan
		Mar
		Summative
		June

Strategy 3: The district has a parental advisory committee (PAC) that meets throughout the school year to develop, discuss, evaluate and make any recommended changes to the district parent and family engagement policy. The policy is located on-line at wisd. us (parental department), a hard copy can be located at the parental office and copies will be distributed during district parental meetings and functions. Policy is also provided to WISD parents in a format and language that parents can understand. The district offers several flexible meetings at convenient time, morning and evening, to which all parents of participating children shall be invited and encouraged to attend. The district also provides childcare when needed.

<p>Strategy's Expected Result/Impact: Parents and community will aware of Title 1, ESSA and information related to school and parent programs , meetings and other activities as related to their campus.</p> <p>Staff Responsible for Monitoring: Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Family Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3: CTE will engage with business owners and post-secondary leaders to participate as advisors for CTE programs to help establish the skills and training that are needed for the workforce.

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

Summative Evaluation: None

Performance Objective 4: Creation/development of LEA's "CLNA (Comprehensive Local Needs Assessment) Committee" to assist with review, analysis & evaluation of CTE program needs

HB3 Goal

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

Summative Evaluation: None

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

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

Evaluation Data Sources: District TAPR report

Summative Evaluation: None

Strategy 1: Continue working with local colleges and universities on recruiting more student teachers to work within the schools.	
Strategy's Expected Result/Impact: Hire highly qualified and trained teachers	Formative
Staff Responsible for Monitoring: Director of Human Resources	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 2: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam, as well as, other support.	
Strategy's Expected Result/Impact: An increase in bilingual certified teachers	Formative
Staff Responsible for Monitoring: Bilingual Director Principals Director of Human Resources Bilingual Chairs	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Research and create a staff awards and incentive program.			
Strategy's Expected Result/Impact: Retain teachers			Formative
Staff Responsible for Monitoring: Director of Human Resources Director of Public Information Directors Principals			
Title I Schoolwide Elements: None		Problem Statements: None	Summative
		Funding Sources: None	June
<div><div><div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div>→</div></div><div>Continue/Modify</div></div><div><div><div>✗</div></div><div>Discontinue</div></div></div>			

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

Evaluation Data Sources: Eduphoria and sign in sheets

Summative Evaluation: None





Strategy 1: Provide mentors and induction training for new teachers and administrators.	
Strategy's Expected Result/Impact: Mentor assignments, participant feedback	Formative
Staff Responsible for Monitoring: Director of Staff Development Principals	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: Title II Part A	Summative
	June
Strategy 2: Provide appropriate job-related training for paraprofessionals and other support personnel.	
Strategy's Expected Result/Impact: Training records, evaluations, feedback	Formative
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: General Fund	Summative
	June

Strategy 3: Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.

Strategy's Expected Result/Impact: Training records, documentation		Formative
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
Funding Sources: Title II Part A State Gifted and Talented (G/T) State Special Education State Bilingual/ESL General Fund State Comp Ed (SCE)		

Strategy 4: Revisit past staff development activities and ensure training for new staff.

Strategy's Expected Result/Impact: Training records, feedback		Formative
Staff Responsible for Monitoring: Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals		Nov
		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
Funding Sources: Title II Part A		

Strategy 5: Meet with 1st year principals twice per month and assign a mentor.	
Strategy's Expected Result/Impact: Participant Feedback and Evaluations	Formative
Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 6: Meet with 2nd year principals one time per month	
Strategy's Expected Result/Impact: Participant Feedback and Evaluations	Formative
Staff Responsible for Monitoring: Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
Strategy 7: Create and implement a district professional development plan framework and expectations	
Strategy's Expected Result/Impact: Training records feedback documentation	Formative
Staff Responsible for Monitoring: Director of Staff Development Curriculum and Instruction Departments Assistant Superintendent for Secondary Education and Leadership Assistant Superintendent for Elementary Education and Leadership	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Schoology reports
Digital badging reports

Summative Evaluation: None

Strategy 1: Develop and model engaging, high-quality, innovative professional development focused on personalized learning.

*Remote Asynchronous Instruction monthly PD

*Personalized Learning Newsletter topics

*Innovative Teaching Day

*Summer PD for TE

Strategy's Expected Result/Impact: Increased teachers and leaders leading and practicing blended learning along the continuum of learning environments.

Staff Responsible for Monitoring: Director of Instructional Technology, Instructional Technology Strategist

Title I Schoolwide Elements: None

Problem Statements:
District Processes & Programs 29

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Build capacity of staff and leaders in personalized learning and instructional tools to support personalized learning.

Nearpod PD course
 Edpuzzle PD
 1:1 and small group coaching
 Learning Walks
 Departmental meetings
 Remote Asynchronous monthly PD

Strategy's Expected Result/Impact: Increased use of Nearpod and Edpuzzle by teachers and leaders to engage participants		Formative
PD Sign In Sheets		Nov
Staff Responsible for Monitoring: Director of Instructional Technology, Instructional Technology Strategist		Jan
Title I Schoolwide Elements: None	Problem Statements: District Processes & Programs 29	Mar
	Funding Sources: None	Summative
		June

Strategy 3: Continue to build a WISD Personalized Learning network.

*Smore PL newsletter
 *Digital badging
 *Instructional Technology website

Strategy's Expected Result/Impact: Personalized Learning newsletter membership increases		Formative
Active digital badging PD program		Nov
Staff Responsible for Monitoring: Director of Instructional Technology, Instructional Technology Strategist		Jan
Title I Schoolwide Elements: None	Problem Statements: District Processes & Programs 29	Mar
	Funding Sources: None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

District Processes & Programs

Problem Statement 29: With a variety of teacher proficiency levels in the area to implement personalized blended learning within the continuum of learning environments, staff at the Developing stage and Crafting stage need PD at their proficiency level. (Goal 4) **Root Cause:** A plan for purposeful teacher growth in personalized learning is not in place.

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

Evaluation Data Sources: Certificates of attendance and continuing education hours

Summative Evaluation: None

Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals			
Strategy's Expected Result/Impact: Improvement (primarily)on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS) Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist Title I Schoolwide Elements: None			Formative
			Nov
			Jan
			Mar
Problem Statements: None		Summative	
Funding Sources: State Career and Technical \$4,868,875 Perkins Career & Technical Education \$175,186		June	
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.			
Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist Title I Schoolwide Elements: 2.4, 2.5, 2.6			Formative
			Nov
			Jan
			Mar
Problem Statements: None		Summative	
Funding Sources: State Career and Technical \$417,723 Perkins Career & Technical Education \$48,487		June	

Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.				
Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist Title I Schoolwide Elements: None Problem Statements: None Funding Sources: State Career and Technical \$118,500 Perkins Career & Technical Education \$6,300				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.				
Strategy's Expected Result/Impact: Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & new accountability system of 2018-19 that will be based on this school year. Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff Title I Schoolwide Elements: None Problem Statements: None Funding Sources: State Career and Technical \$224,750 Perkins Career & Technical Education \$11,780				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div><div></div></div><div>0%</div></div><div>No Progress</div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 5: The student support services department will provide all support staff development opportunities to v counselors and social workers. Training, workshops, and conferences will be available to staff.

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

Summative Evaluation: None

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

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

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

Summative Evaluation: None

State Compensatory

Personnel for District Improvement Plan

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Janie Peña - Executive Executive Director,

Adrian Cantu - Social Studies Strategist,

Norma Brewer - Student Support Services and SCE Director,

Erica Garcia Parental Involvement Director,

Elias Treviño - Assessment and Accountability Director,

Melva Segura - HR Director,

Cathy Chamberlain - Elementary ELA Strategist,

Nora Lopez - Secondary Math Strategist,

Dr. Carolina Lopez - Secondary ELA Strategist,

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

The Weslaco Independent School District Parent and Family Engagement Policy can be found at the www.wisd.us website, in the student handbook, at

parent meetings, and at the Parental Involvement Office located at 400 S. Oklahoma Street, Weslaco, Texas.

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

Title I Personnel

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

District Funding Summary

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

State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	19	6	classroom supplies and educational materials		\$0.00
1	19	7	classroom supplies, educational materials		\$0.00
1	19	8			\$0.00
1	19	9	training, training resources		\$0.00
1	19	10			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,434,358.00
+/- Difference					\$2,434,358.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Summer School Reading Materials - Elementary		\$22,000.00
1	4	9	Summer Gains Literacy Kits		\$13,500.00
3	1	1			\$0.00
Sub-Total					\$35,500.00
Budgeted Fund Source Amount					\$8,349,275.00
+/- Difference					\$8,313,775.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$804,599.00
+/- Difference					\$804,599.00

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

Addendums