

**Weslaco Independent School District
Cleckler-Heald Elementary
2021-2022 Campus Improvement Plan**



Mission Statement

Cleckler-Heald Elementary:

Believes in providing an educational program of instruction which allows each student to attain his or her academic potential.

Encourages all students to participate in school programs and activities for the purpose of discovering personal strengths and developing well-rounded interests.

Believes all students will meet or exceed educational performance standards of today and the future.

Believes in selecting staff members of the highest quality and effectiveness to allow each student to attain his or her academic potential.

Believes through creative teaching and individualized instruction staff will discover the unique aptitudes and awaken the intellectual curiosity of every student.

Believes in providing instruction that is challenging to all students so that they may strive to become the best

Vision

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.	13
Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.	29
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.	34
Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - Implement high-quality research-based professional development and continuous support for all employees, so that they are able to facilitate teaching and learning along the continuum of learning environments.	37
Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state and local funding that supports the teaching and learning along the continuum of learning environments.	41
State Compensatory	42
Budget for Cleckler-Heald Elementary	43
Personnel for Cleckler-Heald Elementary	43
Title I Schoolwide Elements	43
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	44
1.1: Comprehensive Needs Assessment	44
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	45
2.5: Increased learning time and well-rounded education	45
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	45
3.1: Develop and distribute Parent and Family Engagement Policy	45
3.2: Offer flexible number of parent involvement meetings	46
Title I Personnel	46
Campus Funding Summary	47
Addendums	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleckler-Heald Elementary is located in Weslaco, Texas. Cleckler-Heald Elementary School is one of eleven elementary schools in Weslaco ISD. The campus was constructed in 1994. The student population at Cleckler-Heald Elementary School is approximately 850 and serves students in grades PK through 5th.

According to the PEIMS Data Review of our campus profile, 97% of the student population is Hispanic, 54% are identified as At-Risk, 85% are identified as Economically Disadvantaged, and 24% Bilingual.

Cleckler-Heald Elementary involves our community leaders during special events, such as Career Day, America Goes Back to School Rally, Literacy Night, Leadership Day, SBDM committee and other different school events.

The students of Cleckler-Heald Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the QUEST Program (Gifted and Talented). All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The students and staff at Cleckler-Heald Elementary are entering their second year of the Leader in Me Process. The students have learned to apply the 7 habits of happy kids in their daily lives. The effort the staff has put in this journey has been visible in the student's grades, increased vocabulary and leadership skills.

The current staff at Cleckler-Heald Elementary School is composed of 47 teachers, 3 campus administrators, 2 counselors, 3 professional support personnel, 4 non-classroom staff, and 7 educational aides.

Demographics Strengths

1. Cleckler-Heald Elementary has many supportive parents because they value the importance of education and they can see the great things happening.
2. The attendance rate has been one of the highest in the district.
3. The community is very involved Cleckler-Heald Elementary and continuously supports students achievements, community endeavors, and fundraisers.
4. Cleckler-Heald Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Student Ambassadors, Student Council, Robotics, Crafts Club, and academic UIL.
5. Cleckler-Heald serves all day Pre-K
6. We are currently on our 3rd year of the Leader in Me Process

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Cleckler-Heald has 40% of the students reading below level. **Root Cause:** Many of the students go home to grandparents or daycare. Parents are working and they do not spend time working with their child

Student Learning

Student Learning Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program, Eduphoria Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

From TEA's 2019 state accountability system, Cleckler-Heald Elementary earned "Met Standard" accountability rating. We also received a "A" rating.

2018-2019 STAAR Summary 3rd - 5th Grade Tested

Totals	All Students Approaches %	All Students Meets %	All Students Masters %	Eco Dis. Approaches %	Eco Dis. Meets %	Eco Dis. Masters %	EL Approaches %	EL Meets %	EL Masters %	SP ED Approaches %	SP ED Meets %	SP ED Masters %
Math	96%	72%	43%	94%	70%	41%	94%	82%	57%	78%	54%	24%
Reading	92%	56%	26%	90%	54%	25%	84%	46%	21%	69%	33%	5%
Writing	76%	36%	10%	74%	35%	7%	72%	33%	6%	69%	31%	0%
Science	96%	76%	44%	96%	77%	40%	96%	78%	70%	79%	21%	7%

Student Learning Strengths

1. Cleckler-Heald received 6 Distinction Designations - **During the 2018-2019 School year teachers and students added an extra degree of heat to bring their instruction to the next level. Cleckler-Heald earned six out of six distinctions!**

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned

ELA/Reading	Earned
Comparative Closing the Gaps	Earned

2. Cleckler-Heald is a Leader in Me Campus - Currently, CH is starting the 3rd year of the Leader in Me Process. Great Progress has been made and teachers are confident that Lighthouse status will be earned next year.

3. Cleckler-Heald Students in K-2nd Grade - Students in the lower grades are making great gains in reading and math. This past year SIPPS, a phonics program, showed great success in the lower grades. The reading levels increased by 15% from the previous year. Students also demonstrated a great mastery in math. Students benchmark scores increased by 35%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 10% of 4th grade students received a "Masters" level on the Writing STAAR **Root Cause:** Many teachers in the lower grades are not focusing on writing.

Problem Statement 2 (Prioritized): In 3rd, 4th, and 5th Grade Reading only 20% of the students received a "Masters" level. **Root Cause:** Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read, when they enter 3rd grade.

Problem Statement 3: Second Language Acquisition students still lack fundamentals skills needed to continue advancing on TELPAS. **Root Cause:** The ELPS are not being addressed to the extend needed for students to show success.

Problem Statement 4 (Prioritized): Cleckler-Heald has 40% of the students reading below level. **Root Cause:** Many of the students go home to grandparents or daycare. Parents are working and they do not spend time working with their child

School Processes & Programs

School Processes & Programs Summary

Cleckler-Heald Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants are interviewed and evaluated is maintained. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor as well as support from administration.

According to SBDM members, Cleckler-Heald Elementary is in need continuous professional development in the areas of reading, writing, and mathematics. Professional needs are also present in the area of writing in the lower grades.

School Processes & Programs Strengths

At Cleckler-Heald, our teachers work diligently to strengthen our students reading, writing, math, science, and social studies skills.

Our staff:

- Attends all district PLC meetings and share meeting minutes with fellow teachers and administration
- Implements the Leader in Me Process
- Tracks student data using Color-band
- Is 100% Highly Qualified
- Low teacher turnover rate
- Bilingual Certified Teachers
- Liag Trained Teachers
- GT Core Trained Teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Cleckler-Heald Elementary has low number of bilingual certified teachers. **Root Cause:** Teachers are hesitant to take the bilingual certification exam.

Perceptions

Perceptions Summary

At Cleckler-Heald Elementary administrators and teachers meet to discuss matters related to providing and positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. A full-time school nurse is always available to provide and assist medical treatment for students and staff. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate.

Perceptions Strengths

Cleckler-Heald Elementary takes pride in all the different activities we have for our parents.

- All- STAAR Award ceremonies
- Meet the teacher nights
- America Goes Back to School Program
- Christmas Spectacular
- Family Literacy Night
- Leadership Day
- Week of Teacher Appreciation, Administrative Assistants, Counselors, Nurses, and diagnosticians.
- Active Parental involvement center
- Veteran's Day Ceremony
- Muffins with Mom/ Donuts with Dad/ Grandparents Day

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Cleckler-Heald has taken all the possible measures to keep students and staff safe and secure. **Root Cause:** Cleckler-Heald currently has 950 students and only one security guard that is stationed at the front of the school foyer.

Priority Problem Statements

Problem Statement 1: Only 10% of 4th grade students received a "Masters" level on the Writing STAAR

Root Cause 1: Many teachers in the lower grades are not focusing on writing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In 3rd, 4th, and 5th Grade Reading only 20% of the students received a "Masters" level.

Root Cause 2: Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and stamina to sit and read, when they enter 3rd grade.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Cleckler-Heald has 40% of the students reading below level.

Root Cause 3: Many of the students go home to grandparents or daycare. Parents are working and they do not spend time working with their child

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Cleckler-Heald has taken all the possible measures to keep students and staff safe and secure.

Root Cause 4: Cleckler-Heald currently has 950 students and only one security guard that is stationed at the front of the school foyer.

Problem Statement 4 Areas: Perceptions

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: October 15, 2021

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 1: By Spring 2022, students will score at the 80|45|25 (Approaches, Meets, Masters) mark in Science STAAR. In addition, 75% of Cleckler-Heald Students will show an increase in their Science ability.

Evaluation Data Sources: Six Weeks Test
NWEAMap for 2nd-5th Grade
STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: 5th grade students will do minimum of of 40% of the instructional week will be devoted to standards based inquiry science instruction.</p> <p>**Labs**</p> <p>Strategy's Expected Result/Impact: Formative Classwork, Science Journals, Quizzes, Stem-Scopes</p> <p>Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Science Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with campus staff to review student data, progress monitoring, and effective instructional practices</p> <p>Strategy's Expected Result/Impact: Improved performance for all population on benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Educational Streaming video subscripion to Generation Genius. This will include videos, lesson plans, teacher guides, discussion questions, vocabulary, and quizzes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: ECS Learning Science Booklets- Students in 5th will use this resource to practice STAAR like questions. Strategy's Expected Result/Impact: An increase in Science scores Staff Responsible for Monitoring: Ms. Reyna, Mrs. Salazar, and Mr. Gonzalez Funding Sources: Mentoring Minds Books - State Comp Ed (SCE) - \$1,996	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 2: By Spring 2022, students will score at the 80|45|25 (Approaches, Meets, Masters) mark in Reading STAAR. In addition, 75% of Cleckler-Heald Students will show an increase in their reading levels (Reading Level Report based on Fountas & Pin)

Targeted or ESF High Priority

Evaluation Data Sources: Fountas and Pinnell Testing (BOY, MOY, EOY)
STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 3rd to 5th grade will increase their writing reading comprehension ability through use STAAR booklets and Online Programs such as but not limited to: Study Island, Education Galaxy, Countdown to Reading, Mentoring Minds, and STAAR Master. Curriculum Instructional Facilitator (CIF) will oversee the implementation of such programs and analyze data with the teachers to better understand how to help the students.</p> <p>Strategy's Expected Result/Impact: Formative Study Island Mentoring Minds Books Countdown to STAAR Benchmarks and CBAs</p> <p>Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal CIF Teachers Parents</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Renaissance Learning for 2nd to 5th Grade.</p> <p>Strategy's Expected Result/Impact: Students reading ability and comprehension will improve.</p> <p>Staff Responsible for Monitoring: Librarian Teacher CIF Principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Librarian Assistant - State Comp Ed (SCE) - \$41,422</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Scholastic News Online Magazine - Teachers will use this online tool to help students better understand the text features and how it relates to the understanding of the text.</p> <p>Strategy's Expected Result/Impact: Formative Projects</p> <p>Summative EOY student performance on benchmarks</p> <p>Staff Responsible for Monitoring: Principal CIF Teachers Parents</p> <p>Title I Schoolwide Elements: 2.4 - Additional Targeted Support Strategy</p> <p>Funding Sources: Scholastic News Online - State Comp Ed (SCE) - \$1,594.30</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: RAZ Kids for Kinder- Students will be able to practice their reading skills at home and school.</p> <p>Strategy's Expected Result/Impact: Students reading levels will improve.</p> <p>Staff Responsible for Monitoring: Teacher CIF</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All limited proficient student, including parental denials, in grades Kinder through Fifth will be administered the TELPAS to monitor that adequate progress in the English language acquisition. The goal is to show that 60% of students have achieved the PBMAS goal of attaining an Advanced High on the Reading section of this instrument after having received SIOP strategies</p> <p>Strategy's Expected Result/Impact: Formative Benchmarks</p> <p>Summative TELPAS</p> <p>Staff Responsible for Monitoring: Principal CIF Bilingual Administrator Bilingual teachers Counselor</p> <p>Funding Sources: Teacher Assistants - State Comp Ed (SCE) - \$67,092</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Guided Readers- Teachers in 1st-3rd will use guided readers for their guided reading groups. This is a virtual program that will allow teachers to record students while reading to better assess their fluency during this virtual learning.</p> <p>Strategy's Expected Result/Impact: By the end of the year is expected that students will improve in their reading levels.</p> <p>Staff Responsible for Monitoring: Principal, ELAR CIF, ITC, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Printshop - State Comp Ed (SCE) - \$2,600, Lakeshore Learning Materials - State Comp Ed (SCE) - \$265.03</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students in K to 5th grade will increase their reading comprehension ability through use STAAR booklets and Online Programs such as but not limited to: Study Island, Education Galaxy, Freckle, Countdown to Reading, Motivational Reading, and STAAR Master</p> <p>Staff Responsible for Monitoring: Teachers, CIF, ITC, Principal</p> <p>Funding Sources: Math WarmUps (Reading Booklets) - State Comp Ed (SCE) - \$495, ECS - State Comp Ed (SCE) - \$940.13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Students in K to 3rd grade the STARFALL program which integrates math, science, health, creative arts, social studies, physical movement, early literacy, and social-emotional development, all under a framework of guided instruction and imaginative play.</p> <p>Strategy's Expected Result/Impact: Increase in word and number fluency</p> <p>Staff Responsible for Monitoring: Teacher, ITC, CIF</p> <p>Funding Sources: STARFALL - State Comp Ed (SCE) - \$270</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Collaborative Classroom programs of phonics will be used in grades Kinder to 3rd to assist students with their reading.</p> <p>Strategy's Expected Result/Impact: SIPSS will be the primary phonics program use in K-3rd</p> <p>Students in Kinder will also use Being a Reader as a companion to the program.</p> <p>Staff Responsible for Monitoring: Teachers, ELAR CIF, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 3: By Spring 2022, students will score at the 80|45|25 (Approaches, Meets, Masters) mark in Math STAAR. In addition, 80% of Cleckler-Heald Students will show an increase in their math ability (District Benchmarks and NWEAMap)

Targeted or ESF High Priority

Evaluation Data Sources: District Benchmarks
NWEAMap
STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: In Pre-K through fifth grades and all programs, teachers will address math vocabulary and word meaning, math operations, estimating, rounding and geometric figures on a daily basis, when able, so that students will internalize these concepts and develop a strong fundamental understanding. Teachers will utilize the vocabulary from the TEKS Resource System.</p> <p>Teachers Pay Teachers digital lessons will be use during daily lessons.</p> <p>Strategy's Expected Result/Impact: Formative Walk-throughs, classwork, quizzes, CBAs, Benchmarks</p> <p>Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Teachers CIF Math Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: At-Risk Teacher Assistant - State Comp Ed (SCE) - \$37,200</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: 4th Grade Math teachers will begin a "Blended Classroom". This program will ensure small group instruction.</p> <p>-Reasoning Minds -Study Stacks -Study Island -Reflex Math -Prodigy</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: TPT - State Comp Ed (SCE) - \$380.40</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students in 3rd to 5th grade will increase their math comprehension ability through use STAAR booklets and Online Programs such as but not limited to: Study Island, Education Galaxy, Freckle, Countdown to Reading, Motivational Reading, and STAAR Master</p> <p>Strategy's Expected Result/Impact: Formative Benchmarks and CBAs</p> <p>Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Teachers CIF Math Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 4: Cleckler-Heald elementary performance for all special education students, all grades, all subjects will exceed 2021 STAAR percent Approaches, Meets and Masters in reading, mathematics, and science by 5 percentage points. In addition, 60% of the students in special education will show growth in the areas of math and/or reading.

Targeted or ESF High Priority

Evaluation Data Sources: Fountas & Pinnell (BOY, MOY, EOY)
 Istation
 NWEAMap
 STAAR Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education students in 3rd and 4th grade will receive 30 a day minutes of intensive phonics instruction to help them achieve fluency.</p> <p>Strategy's Expected Result/Impact: Formative CBAs, Benchmarks, Fountas & Pinell testing</p> <p>Summative STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Special Education Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 5: Cleckler-Heald elementary performance for all migrant students, all grades, all subjects will exceed 2021 STAAR percent Approaches, Meets and Masters in reading, mathematics, and science by 5 percentage points. In addition, 60% of the migrant students will show growth in the areas of math and/or reading.

Cleckler-Heald Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP)

Evaluation Data Sources: Fountas & Pinnell (BOY, MOY, EOY)

- Istation
- NWEAMap
- STAAR Scores
- PBMAS Report

Strategy 1 Details	Reviews			
<p>Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. Priority for Service (PFS) students will receive supplemental support services before other migrant students. Materials to be distributed will be based on the needs of the students as shown by the Needs Assessment. Items could include, but are not restricted to, school supplies, Clothes and hygiene kits.</p> <p>Strategy's Expected Result/Impact: Formative: Campus Reports Report Cards</p> <p>Summative: EOY Status</p> <p>Staff Responsible for Monitoring: Administration Migrant Teacher Assistant Parent Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade</p> <p>Strategy's Expected Result/Impact: 3 week progress reports Summative: 6 week progress report cards</p> <p>Staff Responsible for Monitoring: Administration Migrant Teacher Assistant Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 6: Students will learn the importance of staying active on a daily basis. Students will learn specific exercises and healthy eating habits that will guide them to living a healthy life.

Evaluation Data Sources: Fitness Gram

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 7: By Spring of 2022, 80% of the students in K-5th grade will score at the meets level on their end of the year Social Studies benchmark.

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
Strategy 1: 1. Students will use kahoot to review objectives in social studies. Strategy's Expected Result/Impact: Students knowledge of social studies will improve. Staff Responsible for Monitoring: Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 8: Cleckler-Heald Elementary will implement the Leader in Me Process school wide.

Evaluation Data Sources: Improvement of Attendance
 Decrease number of Discipline Referrals
 Overall School Climate/Culture

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with coaching services to better understand and implement the Leader in Me process. Staff Responsible for Monitoring: Lighthouse Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 9: Print Shop Materials - Booklets and test will be send to the printshop for student use.

Strategy 1 Details	Reviews			
Strategy 1: Test and other materials will be printed for the following groups but not limited to them 1. Students with visual impariments 2. Students with Dyslexia 3. EL Students 4. At-Risk Students	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 10: Summer School- Teachers will be provided with materials from the warehouse to enhance their learning as they come back to school for the summer.

Evaluation Data Sources: Summer school report

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 11: Cleckler-Heald elementary performance for all Bilingual students, all grades, all subjects will exceed 2021 STAAR percent Approaches, Meets and Masters in reading, mathematics, and science by 10 percentage points. In addition, 70% of the bilingual students will show growth in the areas of math and/or reading.

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college career, and service ready leaders.

Performance Objective 12: Extended Day- Students in 1st grade to 5th grade will improve their Reading, Math, and Science (5th only) skills through an after school program that will focus on the lowest performance skills and intense reading and math instruction.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Istation Scores

SIPPS

Fountas & Pinnell

Benchmarks

STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Students will require transportation for the afterschool program. A bus will be provided for those students to be able to attend the program. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 1: Cleckler-Heald Elementary students and staff will incorporate technology in their classroom, presentations, and activities.

Evaluation Data Sources: District and campus survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Cleckler-Heald staff will be provided with professional training on campus computer software programs, blended learning, Google Apps and integration of technology in their daily lessons.</p> <p>Lesson Planning - Forethought</p> <p>Strategy's Expected Result/Impact: Sign in sheets</p> <p>T-Tess Domains increased from previous year</p> <p>Staff Responsible for Monitoring: Administration Teacher CTC Technology Aide</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Education Galaxy - State Comp Ed (SCE) - \$1,500, Tech Lab Assistants - State Comp Ed (SCE) - \$69,606, Edmentum - State Comp Ed (SCE) - \$1,639, Pear Deck - State Comp Ed (SCE) - \$1,275</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in Pre - kinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, Clear Touch Panels, Chrome books, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, headphones speakers, laminator, scanners, mounted projectors, and academic license for laptops.</p> <p>Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: Reading Levels - BOY, MOY, EOY STAAR Scores 6 week report Cards</p> <p>Staff Responsible for Monitoring: Administration Teacher CTC</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, printers, projectors, scanners, cameras, HDMI adpters laptops, light bulbs, software, ELMO/projectors and toner for printers Staff Responsible for Monitoring: Administration CTC Teacher Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 2: 100% of Cleckler-Heald Elementary students and staff will complete Internet Safety training using the Common Sense Media curriculum.

Evaluation Data Sources: Completion of required lessons and certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers and ITC will complete lessons in order to ensure students are well informed and understand what Common Sense Media is. School ITC will in addition work with teachers to ensure that good quality lessons are delivered to the students. Staff Responsible for Monitoring: Principal CTC Teachers CIF	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 3: Cleckler-Heald Elementary students and staff will visit the nurse in case of emergency or medical needs.

Evaluation Data Sources: End of the year inventory of supplies

Strategy 1 Details	Reviews			
Strategy 1: School nurses will ensure that students are following doctors order and taken medication during school. School nurses will advise parents of any symptoms that might be harmful to the students health.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

Performance Objective 4: Cleckler-Heald Elementary has a plan of action to keep the students and staff safe at all times

Evaluation Data Sources: Incident reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in fire drills monthly</p> <p>Strategy's Expected Result/Impact: Quick and easy exit of the school in case of a fire emergency</p> <p>Staff Responsible for Monitoring: Administration Teachers Security Guard</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Security guard, Mr. Cuellar, will be stationed at the front of the school to ensure the safety of the students. He will have access to the raptor system.</p> <p>A scheduled has been set to have a person in the front foyer</p> <p>Strategy's Expected Result/Impact: A decreased of parents walking into campus with checking in.</p> <p>Staff Responsible for Monitoring: Administration Security Guard</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will provide classes on bullying, drug free, friendship, and any other topic needed to the students.</p> <p>Strategy's Expected Result/Impact: Students will choose kindness in their daily lives, and practice the 7 habits of happy kids.</p> <p>Staff Responsible for Monitoring: Counselors Counselor Assistant Administration</p> <p>Funding Sources: Counselor Assistant - Title 1, Part A - 211.31.6129.00.114.9.24 - \$31,241</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.

Performance Objective 1: There will be a minimum of a 10% increase of parents involved in campus parental involvement activities throughout the year.

Evaluation Data Sources: Parental involvement sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to increase communication between the campus and the home, a communication system (school messenger), emails, campus newsletter, marquee</p> <p>Staff Responsible for Monitoring: Administrators Parent liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent meetings the encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Parent liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Community Aide - Title 1, Part A - 211.61.6129.29.114.9.24 - \$35,239</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In order to ensure that the school, the parents and the students all work as a team towards the students academic success, a School-Parent-Student Compact will be sent home at the beginning of every school year. This compact will be signed by the parent and student.</p> <p>Population: Parents and faculty</p> <p>Staff Responsible for Monitoring: Administrators Parent liaison Teacher</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.

Performance Objective 2: Student celebrations will take place at the end of the six weeks. We will celebrate through "All-STAAR Awards", Attendance, and End of the Year Ceremonies

Evaluation Data Sources: Attendance records, grades, and teacher input

Strategy 1 Details	Reviews			
<p>Strategy 1: All - STAAR Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk and Special Education students</p> <p>Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks.</p> <p>An end of the year celebration will be scheduled for students who received perfect attendance for the entire year.</p> <p>Strategy's Expected Result/Impact: Attendance rate will increase</p> <p>Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Attendance Clerk</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in grades K -5th will promote reading throughout the year via the MyOn. Students will recognize for meeting their goal and the top student from each grade level will receive an incentives for accumulating points and encourage a love of reading</p> <p>Staff Responsible for Monitoring: Teacher Principal CIF Secretary Media Aide Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 4) Students will receive a meal for their hard work after STAAR.</p> <p>Staff Responsible for Monitoring: CIF Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - Implement high-quality research-based professional development and continuous support for all employees, so that they are able to facilitate teaching and learning along the continuum of learning environments.

Performance Objective 1: Meet with campus staff to review student data, progress monitoring, and effective instructional practices.

Coordinate staff development to assist teachers in improving their teaching.

Monitor new teachers

Evaluation Data Sources: STAAR Scores, Benchmarks, Reading Levels, Istation Tiers, and CBAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System Sheltered Instruction, LIAG training, Write Time for Kids, SIPPS, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies.</p> <p>Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR PLC Training Grade Level Meetings</p> <p>Staff Responsible for Monitoring: Administration Teachers Language Arts Strategists Bilingual Director</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Technology Coach - State Comp Ed (SCE) - \$75,447</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.</p> <p>Strategy's Expected Result/Impact: Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR PLC Training Grade Level Meetings</p> <p>Staff Responsible for Monitoring: Administration Teachers District Content Strategists</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers in grades K-5th will attend blended learning training. Teachers will begin using blended learning in at least one of the content areas.</p> <p>Strategy's Expected Result/Impact: Teachers District Content Strategists</p> <p>Formative: CARE Sessions Lesson Plans Walk Through T-Tess Student Learning Objective</p> <p>Summative: STAAR Grade Level Meetings</p> <p>Staff Responsible for Monitoring: Administration Teachers CTC</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers in grades PreK to 5th will continue implementing the Leader in Me Process. Students will be able to use workbook to better internalize the process. Staff Responsible for Monitoring: Teacher Admin ITC	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: PROFESSIONAL GROWTH / LEADERSHIP DEVELOPMENT - Implement high-quality research-based professional development and continuous support for all employees, so that they are able to facilitate teaching and learning along the continuum of learning environments.

Performance Objective 2: PLC Meetings once a month to deliver new strategies to the teachers.

Evaluation Data Sources: STAAR Scores

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state and local funding that supports the teaching and learning along the continuum of learning environments.

State Compensatory

Budget for Cleckler-Heald Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 7.5

Brief Description of SCE Services and/or Programs

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Personnel for Cleckler-Heald Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aimee Rivera	Instructional Aide	1
David Garza	Campus Technology Coordinator	1
Elvira Tamez	At Risk Attendance Clerk	1
Janet Salinas	Library Aide	1
Matthew Alvarez	Instructional Aide	1
Myriam Zamora	Campus Instructional Facilitator	1
Naomi Balli	Instructional Aide (Pre-Kinder)	0.5
Stephanie Garza	Instructional Aide (Pre-Kinder)	0.5
Tomasa Sustaita	Instructional Aide (Pre-Kinder)	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Cleckler-Heald Elementary’s Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet challenging state academic standards and any other factors as determined by the Weslaco Independent School District. The Comprehensive Needs Assessment was reviewed on September 27, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Cleckler-Heald Elementary develops the campus improvement plan with the involvement of administration, teachers, support staff, parents, and business representatives. The following is the list of the SBDM committee who assisted in the development of the plan.

Committee	Pre-K	Kinder	1st	2nd	3rd	4th	5th	Sup.Staff / ITC
Teachers	Angie Gonzalez	Laura DeAnda	Virginia Garcia	Aracely Quintero	J. Quintanilla	Gabbi Rico	Marissa O’Bryant	David Garza
		Ashley Ramon	Rosia Vasques	Rosie Garza	M. Castillo	Frances Losoya	Tina Rivera	
Others	Principal Monica Vanderveer	CIF		Parent Specialist		Parent		Business Rep
		Myriam Zamora	Irene Salas	Zach Soto	Rick Tames			
		Marylou Reyna						

2.2: Regular monitoring and revision

Cleckler-Heald Elementary’s 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 school 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

Cleckler-Heald Elementary's Improvement Plan is available to Cleckler-Heald Elementary staff, parents and the community via online in the school's website or a hard copy, which is located at 1601 W. Sugarcane Weslaco TX. The District Improvement Plan is also available for Spanish translation upon request, parents can ask for Myriam Zamora, translator.

2.4: Opportunities for all children to meet State standards

- Methods and instructional strategies that strengthen the academic school program - see pages 17-19 and 21-23
- Increased amount and quality of learning time - see pages 17-19 and 21-23
- Academic programs that help provide an enriched and accelerated curriculum that includes programs, activities, and courses necessary to provide a well-rounded education - pages 17-19 and 21-23

2.5: Increased learning time and well-rounded education

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

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.

3.2: Offer flexible number of parent involvement meetings

All parental involvement meetings are offered at two different times, one in the morning and one in the evening, this will allow parents the flexibility to attend what better fits their schedule.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Guzman	Instructional Aide Fed. Sp. Ed.	Federal Special Ed.	1
Ayla Perez	Counselor Aide	Title I Part A	1
Denise Villarreal	Media Aide	Title I Part A	1
Diana Hernandez	Instructional Aide Fed. Special Ed.	Federal Special Ed.	1
Edith Chapa	Teacher Class Size Reduction	Title II Part A	1
Ezequiel Martinez	Instructional Aide Fed. Special Ed.	Federal Special Ed.	1
Irene Salas	Parent Specialist	Title I Part A	1
Liz Aurora Cuellar	Instructional Aide Pre k	Migrant	0.05
Liz Aurora Cuellar	Instructional Aide	Migrant	0.45
Maria R. Sosa	Instructional Aide Fed. Special Ed.	Federal Special Ed.	1
Marlene Calderon	Instructional Aide Special Ed.	Title I Part A	1
Mary Lou Reyna	Facilitator Campus Instructional	Title I Part A	1
Paula Delgadillo	Speech Pathologist	Federal Special Ed.	0.75
Rachel Palacios	LVN	Title I Part A	1
Ruby Coronado	VI Teacher	Federal Special Ed.	0.125
Shelia Ann Sanchez	Instructional Aide Special Ed.	Title I Part A	1
Sylvia A. Cantu	Occupational Therapist Aide	Federal Special Ed.	0.1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Mentoring Minds Books		\$1,996.00
1	2	2	Librarian Assistant		\$41,422.00
1	2	3	Scholastic News Online		\$1,594.30
1	2	5	Teacher Assistants		\$67,092.00
1	2	6	Printshop		\$2,600.00
1	2	6	Lakeshore Learning Materials		\$265.03
1	2	7	Math WarmUps (Reading Booklets)		\$495.00
1	2	7	ECS		\$940.13
1	2	8	STARFALL		\$270.00
1	3	1	At-Risk Teacher Assistant		\$37,200.00
1	3	2	TPT		\$380.40
2	1	1	Education Galaxy		\$1,500.00
2	1	1	Tech Lab Assistants		\$69,606.00
2	1	1	Edmentum		\$1,639.00
2	1	1	Pear Deck		\$1,275.00
4	1	1	Instructional Technology Coach		\$75,447.00
Sub-Total					\$303,721.86
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Counselor Assistant	211.31.6129.00.114.9.24	\$31,241.00
3	1	2	Community Aide	211.61.6129.29.114.9.24	\$35,239.00
Sub-Total					\$66,480.00
Grand Total					\$370,201.86

Addendums