

Weslaco Independent School District

District Improvement Plan

2022-2023



Mission Statement

As the right choice, Weslaco ISD delivers a complete educational experience grounded in creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

WISD inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

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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 2020-2021, the total student population in WISD was 16,540 (PEIMS, 2020-2021). There are 10 elementary schools, 4 middle schools, 1 DAEP campus, and 4 high schools, including an early college and alternative campus.

For the PEIMS Data 2021-2022, Weslaco Independent School District had 16,540 students and employed 2,227 staff. The student population was 98.6% Hispanic and 84.7% Economically Disadvantaged. Other demographic information includes students in Special Education (9.8%), At-Risk (72.9%), Migrant (2.7%), EB (25.1%) and Gifted and Talented (5.8%).

According to the most recent 2020-2021 TAP Report, teachers serving the district are 91.9% Hispanic, beginning teachers account for 0.3%, 1-5 years teachers account for 8.8%, teachers with 6-10 years experience account for 17.2%, 11-20 years account for 42.0%, and teachers with over 20 years experience account for 31.7%. The average years of overall experience is 16.7 years, while the average years of experience within the district are 13.9 years. The teacher turnover rate is 6.3% compared to 14.3% 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 16,440 students enrolled as of September 2022. Enrollment at Weslaco ISD has decreased from 16,540 identified in TAPR, 2020-2021.

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.

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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 16,000 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, 1.1% White, .01% African American and .29% other. The major employers of Weslaco Knapp Medical Center and the Weslaco ISD. The unemployment rate in Weslaco is 7.7%.

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 7.5.% 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 (6.3%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decrease in parent and family engagement across WISD due to low socio-economic status and COVID-19 pandemic. (Erica Garcia) **Root Cause:** The campus parent center was closed due to safety concerns and the pandemic. The pandemic affected families in many ways, loss of employment, loss of housing, or loss of a loved one. has a high percentage of low SES families. These external issues prevented families from participating in campus and district events.

Problem Statement 2: 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/ESL 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 3: 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. (BILINGUAL updated for '22-'23 SY) **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.

Student Learning

Student Learning Summary

Overview of the 2022 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.

2022 Accountability Summary

WISD Score

Domain I: Student Achievement	85
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Domain II: School Progress	92
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Domain III: Closing the Gaps	81
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(Source: [TEA Academic Accountability](#))

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

	2021	2022
READING	58%	70%
MATH	52%	69%
WRITING	42%	Not assessed
SCIENCE	65%	76%
SOCIAL STUDIES	67%	72%

The 2022 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				
4th Math				
5th Math				
6th Math				
7th Math				
8th Math				
Algebra I EOC				
3rd Reading				
4th Reading				
5th Reading				
6th Reading				
7th Reading				
8th Reading				
4th Writing	Not Assessed	Not Assessed	Not Assessed	Not Assessed
7th Writing	Not Assessed	Not Assessed	Not Assessed	Not Assessed
English I EOC				
English II EOC				
5th Science				

2019 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
8th Science				
Biology EOC				
8th Social Studies				
US History EOC				

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**
ELA/	70	70	89	70	58	36
READING						
Writing	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
Math	69	69	77	68	59	39
Science	76	76	82	75	67	46
Social Studies	72	72	88	68	59	46

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): All four content areas need to improve in approaches, meets, and masters for the student achievement portion of Domain 1. Additionally, for Domain III, we need to improve Math for all sub groups, and non-continuously enrolled for RLA. Performance decreased in the secondary level, trending below the Region and State, particularly in the High School. (INSTRUCTIONAL PROGRAMS updated SY '22-'23) **Root Cause:** First instruction is not maximized in all classrooms. Students are not always engaged in on-level assignments that are aligned to the TEKS due to the lesson cycle not being followed (gradual release of responsibility.) The least student engagement, and lower than grade level work is happening most often at the secondary level.

Problem Statement 2 (Prioritized): For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates. (BILINGUAL updated for SY '22-'23) **Root Cause:** There are insufficient amounts of EB certified teachers in the content areas when compared to our EB population. Additionally, there is no systematic way of implimenting content-language objectives, nor progress monitoring for TELPAS.

Problem Statement 3: Current library collections support the local and state curriculum at about 50% at each grade level due to outdated resources. **Root Cause:** The main cause for outdated resources that do not support our academic standards is due to limited library budgets.

Problem Statement 4: Enrollment data indicates that WISD students score below the region in the area of TSI, ACT, and SAT. (INSTRUCTIONAL PROGRAMS updated SY '22-'23) **Root Cause:** There is a lack of on-grade level, higher-order thinking assignments and tasks within the classroom across contents. There is also a misunderstanding of the assessment, which leads to teaching surface level concepts.

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.

Instructional Technology **updated 8.18.22**

Hardware/Software

The integration of technology includes professional learning and implementation support in the use of blended learning strategies, a 1:1 device plan for student use of either iPads at

the lower grades and Chromebooks for 1st-12th grade, and advice related to hardware and software to meet campus goals and needs.

WISD has an agreement with Hidalgo County with internet towers available at select north-side campuses. Hotspots are available for checkout for families in need of this support.

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

Hardware/Software Needs:

1. Support technology integration for personalized, blended learning.
2. Provide 1:1 age-appropriate devices for student use at school and at home.

Safe & Secure Learning Environments

The Instructional Technology Department provides guidance in internet safety lessons for teachers to provide to their students and digital experiences for students that reinforce positive digital citizenship behaviors. The Instructional Technology department coordinates with the Technology Department on safe & secure processes and programs related to infrastructure.

Safe & Secure Learning Environment Needs:

1. Develop a Digital Citizenship Action Plan that guides lessons for teachers to provide to students and student activities to reinforce digital citizenship behaviors.
2. Coordinate, as needed, with the Technology Department, for safe & secure processes.

Engaging, Tech Rich, Research Based Learning Environment

The Instructional Technology department is partnered with Raise Your Hand Texas/Raising Blended Learners to formally support selected campuses with the implementation of blended learning that includes the use of the professional learning materials to be promoted across the entire district.

Blended Learning Needs identified from the ITD22 Blended Learning feedback survey:

1. Follow up support that includes examples and real-classroom visits
2. Personalizing instruction strategies, especially at the HS level
3. Planning time with colleagues
4. Continue to provide PD/awareness on Google updates

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 Virtual Job Shadow 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 Virtual Job Shadow 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 John F. Garlic

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

SPECIAL EDUCATION

The Special Education Program ensures that all eligible children receive a Free Appropriate Public Education as mandated by Federal Law. The Special Education Program begins by meeting 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 Christopher J. Fernandez

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

College Readiness

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

Health Services SUSAN STRONG

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

District Processes & Programs Strengths

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

Strengths:

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

Distinction Designations

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

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

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

Parental Involvement

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

Instructional Technology

Hardware/Software and Safe & Secure Learning Environments

The Instructional Technology department coordinates processes and programs with the Technology Department, TLI team, and campus administrators for hardware/software and safe/secure learning environment needs.

Engaging, Tech Rich, Research Based Learning Environment

This department actively guides the blended learning PK3-12 implementation to

WISD is in year two of three in the Raising Blended Learners Implementation grant. This year the participating campuses are Airport, Memorial, Cleckler-Heald, Ybarra, and Sam Houston. There are 60 teachers, literacy instructional coaches, literacy assistant principal, and campus principal involved with this initiative. Data from year 1 implementation suggests blended learning strategies increase student growth.

Using the resources from Raising Blended Learners, all WISD teachers were provided professional learning during Innovative Teaching Day on blended learning implementation strategies.

Strengths identified from the ITD22 Blended Learning feedback survey:

- Understanding of blended learning: 35% Strongly Agree & 64 Agree%
- Understanding of implementing blended learning: 34 & Strongly Agree & 64% Agree
- Understanding of digital tools for blended learning: 35% Strongly Agree & 64% Agree

Library Services

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

Career and Technology Education

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

-There are flexible pathways of entry into the CTE teaching profession; part-time teachers are used constructively to tackle the challenge of recruiting CTE teachers.

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

PROFESSIONAL PRACTICES

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

PROFESSIONAL DEVELOPMENT John Garlic

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

SPECIAL PROGRAMS Neil Garza/Elias Trevino

Special Education

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

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

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

Provide specially designed instruction and related services to eligible students.

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

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

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

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

Ensure compliance with state and federal laws/mandates.

Bilingual Education

Asynchronous Differentiated Instruction Fiesta Conference - Late Summer and Fall 2021

- 33 Sessions Offered

Bilingual/ESL Academies

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

Rio Grande Valley Conference for Teachers of Mathematics (RGVCTM)

Rio Grande Valley Conference for Teachers of Science (RGVCTS)

Title III Symposium

Early Childhood Symposium

Emergent Bilingual Teacher / Mentor Institute

Emergent Bilingual Administrator Institute

FINE ARTS Christopher J. Fernandez

Professional Learning Communities

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

District Events & Performances

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

Advanced Academics

The Advanced Academics Program Strengths:

Fidelity of Services

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

Student Assessment

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

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 Coffman

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. (Instructional Tech updated for SY22-23) **Root Cause:** Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

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: 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 4: 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 5: 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 6: The WISD Fine Arts Department does not have enough resources to support a cycle of professional development for staff to attend outside of The Rio Grande Valley. (Fine Arts Dept.) **Root Cause:** Many of the Fine Arts Budgets do not have money allocated for PD or there is not enough allocated to support multiple staff members in that department.

Problem Statement 7: Fine Arts Staffing across the district is incomplete, unbalanced or improperly assigned.(Fine Arts Dept.) **Root Cause:** The Fine Arts Organizational chart is

dated and lacks comprehensive reasoning for its current structure.

Problem Statement 8 (Prioritized): 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 9 (Prioritized): Increasing numbers of students with mental health challenges are being referred to a limited number of district Licensed Professional Counselors. **Root Cause:** The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

Perceptions

Perceptions Summary

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

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

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

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

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

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

Perceptions Strengths

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

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 counseling. 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.

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counselor and at the secondary schools an assigned social worker that assists students with the necessary support to minimize or eliminate inappropriate behaviors.

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception that one side of town is better than the other. This has led to students and teachers moving to our West-side schools, which has also moved enrollment, resources, and funding from our East-side schools. (INSTRUCTIONAL PROGRAMS updated for '22-'23 SY) **Root Cause:** The socioeconomic layout of our city and the district funnels our more affluent students into our West-side schools. Additionally, the West side has been zoned so that it remains a 6A athletic competitor. Since COVID-19 there has been an increase in the performance gap that was exacerbated by moving the classroom to the home.

Problem Statement 2: 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.

Problem Statement 3: There is a community perception that multilingualism is bad, though two languages are better than one (BILINGUAL) **Root Cause:** Larger societal issues are at play. Minorities often are marginalized and part of a lower socio-economic class which has led to languages other than English being looked down upon in the United States as a whole.

Priority Problem Statements

Problem Statement 3: 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 3: Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention - District Processes & Programs

Problem Statement 1: All four content areas need to improve in approaches, meets, and masters for the student achievement portion of Domain 1. Additionally, for Domain III, we need to improve Math for all sub groups, and non-continuously enrolled for RLA. Performance decreased in the secondary level, trending below the Region and State, particularly in the High School. (INSTRUCTIONAL PROGRAMS updated SY '22-'23)

Root Cause 1: First instruction is not maximized in all classrooms. Students are not always engaged in on-level assignments that are aligned to the TEKS due to the lesson cycle not being followed (gradual release of responsibility.) The least student engagement, and lower than grade level work is happening most often at the secondary level.

Problem Statement 1 Areas: Student Learning

Problem Statement 5: Not all students are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. (Instructional Tech updated for SY22-23)

Root Cause 5: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 4: There is a perception that one side of town is better than the other. This has led to students and teachers moving to our West-side schools, which has also moved enrollment, resources, and funding from our East-side schools. (INSTRUCTIONAL PROGRAMS updated for '22-'23 SY)

Root Cause 4: The socioeconomic layout of our city and the district funnels our more affluent students into our West-side schools. Additionally, the West side has been zoned so that it remains a 6A athletic competitor. Since COVID-19 there has been an increase in the performance gap that was exacerbated by moving the classroom to the home.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates. (BILINGUAL updated for SY '22-'23)

Root Cause 2: There are insufficient amounts of EB certified teachers in the content areas when compared to our EB population. Additionally, there is no systematic way of implementing content-language objectives, nor progress monitoring for TELPAS.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Increasing numbers of students with mental health challenges are being referred to a limited number of district Licensed Professional Counselors.

Root Cause 6: The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

Problem Statement 6 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

Student Data: Assessments

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

Student Data: Student Groups

- 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

Revised/Approved: September 23, 2022

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 2023, STAAR/EOC scores will increase at all performance levels and sub-groups by 10% or greater when compared to Spring 2022. (INSTRUCTIONAL PROGRAMS updated '22-23 SY)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Data
NWEA MAPS
District Benchmarks
Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities that promote literacy and numeracy across content areas. -Cross-curricular collaboration -Problem-solving and decision-making models for real world applications Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, STAAR/EOC, and NWEA MAP Growth. Staff Responsible for Monitoring: Instructional Programs Director Content Coordinators Campus Administration Title I: 2.4, 2.5 - Results Driven Accountability Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based instructional strategies (RBIS). - Professional Learning Communities - Content Conferences (Teacher and Supervisor) - Region I - Content Specific Workshops/Professional Development - Professional Coaching Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR/EOC, and NWEA MAP Growth. Staff Responsible for Monitoring: Instructional Programs Director Content Coordinators Campus Administration Title I: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation and development of curriculum resources including the alignment of the curriculum, instruction and assessments. - TEKS Resource System - TX Test Maker - Curriculum Writing - Instructional Technology Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR/EOC, and NWEA MAP Growth. Staff Responsible for Monitoring: Instructional Programs Director Content Coordinators Campus Administration Results Driven Accountability Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: All four content areas need to improve in approaches, meets, and masters for the student achievement portion of Domain 1. Additionally, for Domain III, we need to improve Math for all sub groups, and non-continuously enrolled for RLA. Performance decreased in the secondary level, trending below the Region and State, particularly in the High School. (INSTRUCTIONAL PROGRAMS updated SY '22-'23) **Root Cause:** First instruction is not maximized in all classrooms. Students are not always engaged in on-level assignments that are aligned to the TEKS due to the lesson cycle not being followed (gradual release of responsibility.) The least student engagement, and lower than grade level work is happening most often at the secondary level.

Problem Statement 2: For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates. (BILINGUAL updated for SY '22-'23) **Root Cause:** There are insufficient amounts of EB certified teachers in the content areas when compared to our EB population. Additionally, there is no systematic way of implimenting content-language objectives, nor progress monitoring for TELPAS.





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

Performance Objective 2: By May 2023, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. (se)

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Implement an Orton-Gillingham intervention program with fidelity Strategy's Expected Result/Impact: Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring, walk-throughs, STAAR and STAAR EOC's Staff Responsible for Monitoring: Dyslexia Teacher, Campus Administration, Dyslexia Coordinator Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Herman Method, Language Live, Susan Barton, Scottish-Rite - State Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement staff development on how to use instructional strategies in reading, the Dyslexia Handbook, and the understanding of the written language to assist students. Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' Progress Reports, Progress monitoring reports, improved Reading and Writing STAAR and STAAR EOC scores Staff Responsible for Monitoring: Dyslexia Teacher, ELA Teacher, General Education Teacher, Campus Administration, Dyslexia Coordinator Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - Results Driven Accountability Funding Sources: Staff Development, Technological resources (software, hardware), training resources, human capital - State Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement accommodations for eligible students to assist students in reading and writing. Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' progress reports, progress monitoring, improved Reading and Writing STAAR and STAAR EOC scores Staff Responsible for Monitoring: Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Coordinator Title I: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Kurzweil, Technological resources (software, hardware), Handwriting Without Tears, Learning Ally - State Special Education	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The Fine Arts Department will increase the quality and quantity of literacy used in all EC-12 Fine Arts Curriculums across the district. (FA Dept.)

Evaluation Data Sources: Current Year's WISD Fine Arts EC-12 Curriculum across all disciplines.
 BOY Current Year's Campus Enrollment Data.
 EOY Campus Enrollment Data.
 Active in class monitoring & adjustments.

Strategy 1 Details	Reviews			
Strategy 1: The performing arts disciplines will perform at community events, festivals and celebrations to promote arts advocacy throughout the city of Weslaco. Strategy's Expected Result/Impact: Weslaco ISD Fine Arts in conjunction with campus Fine Arts departments will subscribe to classroom sets of monthly publications in content specific areas. Staff Responsible for Monitoring: Campus Admin Campus Instructional Coach Fine Arts Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Weslaco ISD Fine Arts Department will plan and host students from campuses around the district to attend performances at The Susan M. Peterson PAC. Strategy's Expected Result/Impact: The WISD Fine Arts Dept. will educate our students on audience etiquette and developing an interest in the performing Arts. Staff Responsible for Monitoring: Fine Arts Director Fine Arts Council All WISD Teachers Campus Admin,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure that Fine Arts Teachers are building in time in the daily, weekly and monthly lesson plans for reading. Strategy's Expected Result/Impact: Fine Arts students will have built in reading time in their classes, regardless of the content area.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Fine Arts Faculty Campus Admin. Instructional Coaches Fine Arts Director				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 4: To create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. These students will be sponsored by WISD Personnel who hold school communities accountable to the transformative power of what sports can and should be.

Evaluation Data Sources: Recruitment records
 Number of students returning to a specific athletic program
 UIL participation submittals

Strategy 1 Details	Reviews			
Strategy 1: Increase participation numbers for all programs 7-12. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage physical Education as a life long lesson Staff Responsible for Monitoring: Physical Education Teachers Physical Education District Coordinators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<p>Strategy 3: 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level</p> <p>Ensure that we meet the needs of students of all ability levels, including students with disabilities.</p> <p>Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.</p> <p>If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p> <p>Strategy's Expected Result/Impact:</p> <p>Monitor Class enrollments</p> <p>Monitor contact minutes</p> <p>staff development sessions</p> <p>continue to provide resources to staff to ensure student engagement</p> <p>Staff Responsible for Monitoring:</p> <p>Athletic Director</p> <p>Campus Principal</p> <p>Physical Education Teachers</p> <p>District Physical Education Coordinators</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<p>Strategy 4:</p> <p>Physical Education Requirements</p> <p>Physical Education</p> <p>State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities. It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p> <p>Physical activity requirements</p> <p>State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess.</p> <p>Students must participate in moderate or vigorous activity at least 30 minutes per day for at least four semesters during</p>		Formative			Summative
		Nov	Jan	Mar	June

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

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

Find more information on curriculum/instruction

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

Continuous monitoring of campus utilization of SPARK Curriculum

Campus participation with SHAC, Fitnessgram

Staff Responsible for Monitoring: Campus Principal

Assistant Superintendent C&I Elementary

Assistant Superintendent C&I Secondary

Campus Physical Education Teachers

District Physical Education Coordinator

Athletic Director



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 5: Student achievement and success will be supported through the provision of sustained and continuous instruction by CTE Staff using resources, strategies, and methodologies specific to student populations. Student achievement will be reflected in improved testing scores as well as a 6% increase in the number of students meeting CCMR accountability goals.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and hire 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 TAPR performance levels in all tested subjects (primarily ELA, Science & SS) Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist Funding Sources: Classroom teachers - State Career and Technical - \$4,868,875, CTE staff - Perkins Career & Technical Education - \$175,186	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of up to date technology equipment and online-based resources and lab/shop resources and equipment. This includes providing software to provide career exploration and career development activities for all CTE students. In addition, software to support the integration of academics skills into CTE programs of study. 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: 2.4, 2.5, 2.6 Funding Sources: Monitors, printers, - Perkins Career & Technical Education - \$48,487, Computers and parts, printers, usb storage, shop equipment, touch panels and stands, - State Career and Technical - \$417,723	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by at least 1% through training for more certification opportunities. This will provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations. Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2022-23 that will be based on this school year Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist Funding Sources: Industry Based Certification exam vouchers and practice test software simulation - State Career and Technical - \$118,500, Career Inventory software - Perkins Career & Technical Education - \$6,300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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) & accountability system of 2022-23 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 Funding Sources: travel funds, meals, student competition fees - State Career and Technical - \$224,750, travel funds, student meals, student competition fees - Perkins Career & Technical Education - \$11,780	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: By the end of year 2022-2023, STAAR and EOC scores for students serviced by special education will increase 5%. (se)

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Provide training to designated stakeholders on instructional strategies, use of various learning platforms, Universal Design for Learning, designated supports, behavioral strategies/supports, and IEP requirements to include PLAAFP's and annual measurable goals. Strategy's Expected Result/Impact: By the end of year 2022-2023, 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: 2.4, 2.5, 2.6, 4.1 - Results Driven Accountability Funding Sources: Staff development, training materials, technology software - State Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Allow students to access the curriculum and additional educational opportunities through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations (both in person and/or remotely), and the provision of services deemed necessary by the ARD committee. Strategy's Expected Result/Impact: By the end of year 2022-2023, 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: 2.4, 2.5, 2.6, 4.1, 4.2 - Results Driven Accountability Funding Sources: Staff development, training materials, human capital, testing materials, technology resources (software, hardware) - State Special Education	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: During 2022-2023, 100% of teachers participating in the Raising Blended Learners grant will implement the RBL prototype with high-quality, engaging and innovative data-informed instruction. (Instructional Technology)

Evaluation Data Sources: Classroom Observations
PLCs

Strategy 1 Details		Reviews			
Strategy 1: Support RBL teachers implementing the Prototype through professional learning, RBL-provided professional learning, district PLCs, classroom observations. and data-driven planning (DDP) practices. Strategy's Expected Result/Impact: 100% of RBL teachers are meeting Year 1 implementation Goals (cohort 2) and Year 2 implementation goals (cohort 1). Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Problem Statements: District Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:





District Processes & Programs
Problem Statement 1: Not all students are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. (Instructional Tech updated for SY22-23) Root Cause: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

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

Performance Objective 8: 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%.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environments. Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment. Staff Responsible for Monitoring: Librarians	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Librarians will provide library programming on site or remotely. Strategy's Expected Result/Impact: At least 70% of the students will participate in the library celebrations provided district-wide. Staff Responsible for Monitoring: Librarians	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: During the 2022-2023 academic year, PFS migrant students in grades 3-12 will grow between 2-5 RIT points. End of year RIT scores are an accurate predictor of STAAR/EOC, PSAT, SAT and ACT scores.

High Priority

Evaluation Data Sources: STAAR/EOC data, MAP data, District benchmarks, standardized test scores





Strategy 1 Details	Reviews			
Strategy 1: Provide individualized and small group instruction in reading and math utilizing online based platforms and live, in-person tutorials, and appropriate resources necessary. Strategy's Expected Result/Impact: Students will grow 2-5 RIT points in content areas and experience growth on state assessments. Staff Responsible for Monitoring: Campus staff, Migrant Coordinator Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinate/Implement In State & Out Of State College Recruitment Trips for students exhibiting growth. Strategy's Expected Result/Impact: Increase in students RIT, standardized test scores, and post-secondary matriculation. Staff Responsible for Monitoring: Migrant Coordinator, migrant clerks, campus administrative staff Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Migrant Department will provide a Supplemental Summer Program to enhance and/or enrich the struggling child or the child needing to advance. Strategy's Expected Result/Impact: 5% increase in participation of summer program. Staff Responsible for Monitoring: Migrant Coordinator, Migrant clerks, summer staff Results Driven Accountability - Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 10: Provide support to helping professionals such as counselors, social workers, LPCs, and intervention specialists in developing students' social-emotional knowledge and skills based on actionable data gathered from the SEL survey. By the end of the 2022-20223 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall Semester SEL survey. Research indicates that SEL interventions can increase student performance by 11%.

High Priority

Evaluation Data Sources: SEL Panorama Survey
Ripple Effects Usage by campus

Strategy 1 Details	Reviews			
Strategy 1: Build counselor and social worker capacity using ESSER-funded Social-Emotional Learning Programs. Strategy's Expected Result/Impact: Increase the number of guidance/advisory lessons provided to students. Staff Responsible for Monitoring: Campus SEL Committee Administrator; Student Support Services Director Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of guidance/advisory lessons provided to students. Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance. Staff Responsible for Monitoring: Administrators; Student Support Services Director Equity Plan	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 11: By the end of the school year 2022-2023, college and career readiness indicators must be met by 85% of students district-wide. This is a collaborative effort of multiple stakeholders.

High Priority

HB3 Goal

Evaluation Data Sources: HS Accountability ratings

Strategy 1 Details	Reviews			
Strategy 1: Core content area coordinators will also focus on embedding the TSIA2 Blueprint into the curriculum and provide assistance in the ACT and SAT areas. Strategy's Expected Result/Impact: Increase student TSI, ACT, and SAT scores Staff Responsible for Monitoring: Instructional Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Parental Involvement & Family engagement when it comes to CCMR activities. Strategy's Expected Result/Impact: Increase CCMR	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: During 2022-2023, processes and programs will be in place for 1) technology-rich and, 2) safe and secure learning environments. (Instructional Technology)

Evaluation Data Sources: Chromebook documentation
Online online instructional resources documentation
Help! Google Form
Usage data from Dyknow/ClassroomApp.

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place for Technology Rich learning environments through the student device replacement program and developing a new process for software selections and Safe and Secure learning environments through lessons for students and software to monitor and manage the student experience. *Continue student student 1:1 device initiative in grades PK, K, 2-4, 6-8, 10-12. *Develop new process for software selections *Update & promote 2022-2023 Digital Citizenship Action Plan *Secure learning environments with Clever for SSO, Dyknow/ClassroomApp, Google Classroom and LilSis for Google Classroom management *Support technology-rich learning environments through staff device initiative. Strategy's Expected Result/Impact: Equity in student devices Balance in online and offline instructional resources Improved positive online student experiences Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Problem Statements: District Processes & Programs 1 Funding Sources: - ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support technology-rich learning environments through district infrastructure- projectors, device cables/connections, device charging stations. Strategy's Expected Result/Impact: Technology-rich learning environments for at-school and at-home	Formative			Summative
	Nov	Jan	Mar	June

learning.

Staff Responsible for Monitoring: Carlos Martinez, Executive Director of Technology

Problem Statements: District Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 1: Not all students are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. (Instructional Tech updated for SY22-23) **Root Cause:** Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

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

Performance Objective 2: Access control: 100% of campuses and facilities at Weslaco ISD will have electronically secured doors by installing locking mechanisms at one or two entrance points. All other doors will be for exiting only. Each staff member will be assigned an access card to gain entrance to the building.

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

Strategy 1 Details	Reviews			
Strategy 1: Assess all facilities to determine the number and locations for the installation of magnetic doors. Doors to be installed by May 2019. Strategy's Expected Result/Impact: Provide safety and security for students and staff. Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators Director of Risk Management Director for Safety and Security Funding Sources: - General Fund	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished





Continue/Modify

Discontinue

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

Performance Objective 3: Weslaco ISD CPR Instructors will train a team of 5 non nursing personnel at each Weslaco ISD Campuses and Departments in CPR/AED/First Aid

Evaluation Data Sources: Sign-in rosters from training sessions

Strategy 1 Details	Reviews			
Strategy 1: Train personnel at campuses in CPR/AED/First Aid 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	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Each of Weslaco ISD campuses and departments will implement the Henry the Hand infection control program along with a glow germ age appropriate classroom lesson by the end of the first semester to improve attendance by bringing each campus to the top of their group of 40.





Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Provide training on Henry the Hand infection program to each campus. Strategy's Expected Result/Impact: All students will understand the importance of dental hygiene. Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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 5: WISD will continue to implement an anti-bullying plan that will help students feel safe and secure in their learning environment. By the end of the school year 2022-2023, district initiatives in place to promote anti-bullying behaviors should have been implemented.

Evaluation Data Sources: Bullying complaint reports, number received, and type of disciplinary action.
Student SEL survey report on school climate and school safety.

Strategy 1 Details	Reviews			
Strategy 1: Review/present WISD Anti-Bullying Plan with campus principals, administrators, counselors, & social workers. Strategy's Expected Result/Impact: Improved documentation on bullying. Staff Responsible for Monitoring: Principals; Assistant Superintendents	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District-wide Bullying Prevention activities will be implemented on different campuses. Strategy's Expected Result/Impact: Decrease student bullying behaviors. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: WISD will provide all students access to a well-rounded education.
We will improve academic outcomes by maintaining safe and emotionally healthy students.

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

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

Performance Objective 7: Student Resource Officers will ensure that all students are safe. Secondary campuses will be assigned School Resource Officers, who will be responsible for safety and crime prevention in schools. They will also mentor and conduct presentations on youth-related issues.





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

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

Performance Objective 8: All library activities will offer students a variety of engaging technology applications and tools across all content areas for discovery, collaboration, critical analysis, creation, and presentation of learning. The Region One online resources will be offered to all students and teachers. The circulation of Chromebooks and hotspots will continue throughout the year as needed.

High Priority

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

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

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

Performance Objective 9: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.





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

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

Performance Objective 10: By the end of the school year 2022-2023, drug/alcohol education and prevention, conflict resolution/ peer mediation, and student leadership programs would have been implemented to promote safe schools to students.

High Priority

Evaluation Data Sources: Various Program # of participants

Strategy 1 Details	Reviews			
Strategy 1: LPCs will conduct Retreat-type classes on campuses as needed. Strategy's Expected Result/Impact: Improved SEL skills among students Staff Responsible for Monitoring: Student Support Services Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue implementing drug/alcohol education programs for students who are sent to DAEP and qualify for the program.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 11: Understand and apply current theories and research in language and literacy development. Create a secure, positive, and motivating learning environment. Provide Emergent Bilingual students with effective language learning strategies. Increase the student's development of academic language proficiency. Help students communicate socially and culturally. appropriate ways.





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 Title 1, Part A department will engage parents, families, and the community by utilizing various methods of communication to inform them of the events and meetings going on within the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents and the community through phone calls, home visits, different platforms utilized by teachers, flyers, email, parent teacher conferences, school messenger, K-WES and social media outlets (Facebook and Twitter). Strategy's Expected Result/Impact: When parents are aware of various events/meetings with advances notice they are more likely to participate. Students whose parents are more motivated to learn are more successful in school. Staff Responsible for Monitoring: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration Funding Sources: - Title 1, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide meaning consultation that are district aligned to fulfill Title 1, Part A requirements and the needs of the campus. Topics will include technology, State STAAR and literacy. Strategy's Expected Result/Impact: Research has shown that children of parents who volunteer and/or participate with events on campus student's make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be. Staff Responsible for Monitoring: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to implement a system for tracking parent participation by calculating number of participants per meeting. Parents will be recognized for attending parent meetings. Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Promote Early Childhood Literacy programs for parents and families. Strategy's Expected Result/Impact: Children will be prepared for Pre-K and Kinder by participating in the same events and meetings as WISD students. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The parental staff will be encouraged to attend professional development in different capacities to keep on-going skill development and up to date with Title 1, Part A requirements. Professional development includes but not limited to monthly staff meetings, individual six weeks meeting with parental director, Practical Parenting Education (PPE), Family Leadership Institute (FLI), Region 1, and state/national conferences. Also, attend meetings that cover McKinney-Vento Homeless, Foster Care and SHAC. Strategy's Expected Result/Impact: Parental staff will be up to date on the latest information regarding Title 1, Part A requirements. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Office supplies, technology items such as toner and printers are needed to provide parents documentation required by Title 1, Part A. Title 1, Part A requires that parents/community members need to be provided with an invitation (flyer), agenda, information regarding topic of meeting, and an evaluation. Strategy's Expected Result/Impact: An increase in parental engagement and student achievement. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Promote Adult/Continuing Education activities for parents that include GED, ESL and other continuing education courses. Creating opportunities such as these for parents and families will create better opportunities for the home environment. Strategy's Expected Result/Impact: An increase in parental engagement and student achievement. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: Plan and coordinate SHAC (School Health Advisory) meetings that will promote for all children to lead a healthy lifestyle by making health choices. Parents, community members and WISD school staff will be part of this committee. Strategy's Expected Result/Impact: Students will make healthier choices that will lead to positive outcomes in the classroom. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: District Homeless and Foster Care Liaison will coordinate district meetings that will explain the McKinney-Vento (Homeless) and Foster Care program requirements and will bring awareness regarding both programs. Strategy's Expected Result/Impact: Students will be coded correctly so services can be provided. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Revise, distribute and evaluate annually the District Parent and Family Engagement Policy. Also, monitor that each campus has revised the Parent and Family Engagement Policy and Campus Compact. Strategy's Expected Result/Impact: Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons and campus administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Conduct a Title 1 meeting at each Title 1 campus. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents. Strategy's Expected Result/Impact: Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as parents. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons and campus administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Establish a network of community partners that will enhance the goals, mission and vision of Parent and Family engagement department and the district.

Evaluation Data Sources: Back to School Bash, Sign-In's, Agendas, Parent Evaluations, Volunteer In place logs, principals reports and feedback from staff.

Strategy 1 Details	Reviews			
Strategy 1: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as but not limited to: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, South Texas Juvenile Diabetes Association 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: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness. Strategy's Expected Result/Impact: When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education. Staff Responsible for Monitoring: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district has a parental advisory committee (PAC) that meets throughout the school year to develop, discuss, evaluate and make any recommended changes to the district parent and family engagement policy. The policy is located on-line at wisd. us (parental department), a hard copy can be located at the parental office and copies and will 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> <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: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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 and to support integration of Programs of Study

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

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

Performance Objective 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,

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

Performance Objective 5: By the end of the school year 2022-2023, communication with parents regarding mental wellness resources, SEL family toolkit, and family/community engagement activities would have been initiated by Student Support Services department. Family engagement in schools contributes to positive student outcomes.

Evaluation Data Sources: Family & Community Engagement participation
SSS website

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents through family engagement activities. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Student Support Services Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Initiate a Semester Bulletin for Parents with SEL Family Toolkit and Mental Wellness Resources. Strategy's Expected Result/Impact: Increase communication with parents Staff Responsible for Monitoring: Director of Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 6: The Bilingual/ESL Department will host monthly meetings for parents. Various forms of communication will be utilized to promote the monthly meetings such as newsletters, call-outs, and district social media outlets.

High Priority

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

Performance Objective 1: During 2022-2023, 100% of teachers will have access to 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. (Instructional Technology)

Evaluation Data Sources: PD sign in sheets
PD course survey results

Strategy 1 Details		Reviews			
Strategy 1: Provide professional learning opportunities that support 1) RBL teachers, 2) K-12 teachers opting in to blended learning implementation, and 3) hardware/software updates. Strategy's Expected Result/Impact: Improved student engagement Increased number of teachers providing data-informed blended instruction Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Problem Statements: District Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:





District Processes & Programs
Problem Statement 1: Not all students are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. (Instructional Tech updated for SY22-23) Root Cause: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

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

Performance Objective 2: CTE will provide teachers and staff with professional growth staff development by providing opportunities to attend workshops, trainings, and conferences through state agencies and Region 1 ESC. This includes evaluating Perkins-funded programs including the CLNA

Evaluation Data Sources: Certificates of attendance and continuing education hours





Strategy 1 Details	Reviews			
Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals Strategy's Expected Result/Impact: Improvement (primarily) on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS) Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist Funding Sources: - State Career and Technical - \$4,868,875, - Perkins Career & Technical Education - \$175,186	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment. 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: 2.4, 2.5, 2.6 Funding Sources: - State Career and Technical - \$417,723, - Perkins Career & Technical Education - \$48,487	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities. Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist Funding Sources: - State Career and Technical - \$118,500, - Perkins Career & Technical Education - \$6,300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
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 Funding Sources: - State Career and Technical - \$224,750, - Perkins Career & Technical Education - \$11,780	Formative			Summative
	Nov	Jan	Mar	June
<div>  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.

Performance Objective 3: Provide staff development opportunities to social workers, intervention strategists, and counselors that will strengthen their skills in the area of social-emotional learning and counseling strategies. This will be used to support the at-risk population.





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

Strategy 1 Details	Reviews			
Strategy 1: Meetings will be held with staff to ensure that all support staff receives continuous training that targets skills needed to help students overcome obstacles that affect their education. The meeting will be held monthly with support staff, which includes counselors, social workers, and intervention specialists. Strategy's Expected Result/Impact: This will impact student success. Staff Responsible for Monitoring: Student Support Services Director Funding Sources: Staff Development Funds - State Comp Ed (SCE) - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  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.

Performance Objective 4: By the end of the school year 2022-2023, training for counselors, social workers, and Licensed Professional Counselors to ensure they are up to date with current trends and new research for effective practice as well as share best practices so as to improve the provision of student support services would have been provided on a monthly basis.





Evaluation Data Sources: Monthly meeting anecdotal reports
SB 179 report

Strategy 1 Details	Reviews			
Strategy 1: Conduct Monthly training for Counselors, Social Workers, and LPCs. Hire experts to conduct training on counseling techniques. Strategy's Expected Result/Impact: Increased Individual Planning and Responsive Services for students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct training for all educators districtwide regarding the detection and education of students who might be at risk for suicide and emotional disorders. This is in compliance with SB 460. Strategy's Expected Result/Impact: Increase knowledge and skills of educators on mental disorders and classroom interventions Staff Responsible for Monitoring: Director of Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
<div>  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.

Performance Objective 5: Throughout the 2022/23 school year, WISD EC-12 Fine Arts faculty will be supported and sponsored by the Fine Arts Dept. to attend Professional Development that focuses on increasing literacy through the enrichment curriculum. (Fine Arts Dept.)

Evaluation Data Sources: Number of faculty attending out of district Professional Development.
Number of faculty incorporating newly learned techniques and strategies for implement literacy in Fine Arts classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Identify local and out of valley Professional Development workshops for all WISD Fine Arts Disciplines, and ensure these workshops are offering seminars on improving classroom literacy. Strategy's Expected Result/Impact: Help grow teacher capacity in regards to implementing more literacy in their classrooms. Staff Responsible for Monitoring: Campus Admin. Instructional Coaches Fine Arts Director	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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





Performance Objective 6: During the 2022-2023 school year the Bilingual/ESL department will provide effective staff development for classroom bilingual/ESL certified teachers, principals, and other school leaders. The district will also provide professional development for teachers under a bilingual education exception or ESL waiver to get appropriately certified. Professional development and supplemental training opportunities to enhance the ability to understand and implement curricula, assessment practices and measures, and instructional strategies.

High Priority

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The student support services department manages the state compensatory funding and funds are allocated to support campuses in helping our at-risk population. 100% of our at-risk students will receive the support that they need to overcome barriers that are affecting their education. Strategy's Expected Result/Impact: Increase promotion rates, reduce drop-out rates, increase graduation rates. Staff Responsible for Monitoring: Student support services director Funding Sources: Support Services, supplies, contract services., reading materials, and other equipment. - State Comp Ed (SCE) - 164 - \$50,000, Personnel - State Comp Ed (SCE) - 164 - \$49,226, Intervention Strategists and SSS Secretary Personnel - State Comp Ed (SCE) - 164 - \$210,779, Pregnancy Related Services and Counseling Services-Personnel - State Comp Ed (SCE) - 164 - \$185,910	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$12,207,027.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Cardenas	Intervention Specialist	1
Ernesto R. Alcazar	Intervention Specialist	1
Kara M. Arndt	Teacher Homebase	1
Laura Elizondo	Teacher	1
Raul Cantu	Coordinator Student Support Services	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian E. Cantu	Social Studies Coordinator Tm Panther	Title I Part A	1
Elida Ramirez	RLA Coordinator Tm Wildcat	Title I Part A	1
Emma Martinez	NGS/Recruiter	Title I Migrant	1
Erica M. Garcia	Community Engagment Coordinator	Title I Part A	1
Humberto J. Chavez	Adminstrative Asst.- Federal	Title I Part A	1
John F. Garlic	External Director Fed/State Programs	ESSER	0.5
Kasey Juarez	Science Coordinator Tm Panther	Title I Part A	1
Katie Reyes	External ESSER Coordinator	ESSER	0.5
Laurinda Cardenas	Migrant Coordinator	Title I Migrant	1
Maria M. Roeder	Admin. Asst. - ESSER	ESSER	1
Maria Moreno	Emergent Bilingual Coordinator	Title I Part A	1
Maria T Castillo	Science Coordinator Tm Wildcat	Title I Part A	1
Micaela Rowlett	NGS/Recruiter	Title I Migrant	1
Nilda Y. Alvarez	Budget Specialist	Title I Part A	1
Nora C. Lopez	Math Coordinator Tm Panther	Title I Part A	1
Rosalva Garcia	Admin. Asst.	Title I Part A	1
San Juanita A. Vela-Turrubiates	Office Clerk	Title I Migrant	1
Vacancy	Social Studies Coordinator Tm Wildcat	Title I Part A	1
Vacancy	RLA Coordinator Tm Wildcat	Title I Part A	1
Vacancy	Math Coordinator Tm Panther	Title I Part A	1
Vacancy	Evaluation & Accountabilty Tech Sp.ist	Title I Part A	1
Yadira Aldava	Instructional Aide	Title I Part A	1

District Funding Summary

State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Classroom teachers		\$4,868,875.00
1	5	2	Computers and parts, printers, usb storage, shop equipment, touch panels and stands,		\$417,723.00
1	5	3	Industry Based Certification exam vouchers and practice test software simulation		\$118,500.00
1	5	4	travel funds, meals, student competition fees		\$224,750.00
4	2	1			\$4,868,875.00
4	2	2			\$417,723.00
4	2	3			\$118,500.00
4	2	4			\$224,750.00
Sub-Total					\$11,259,696.00
State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Herman Method, Language Live, Susan Barton, Scottish-Rite		\$0.00
1	2	2	Staff Development, Technological resources (software, hardware), training resources, human capital		\$0.00
1	2	3	Kurzweil, Technological resources (software, hardware), Handwriting Without Tears, Learning Ally		\$0.00
1	6	1	Staff development, training materials, technology software		\$0.00
1	6	2	Staff development, training materials, human capital, testing materials, technology resources (software, hardware)		\$0.00
Sub-Total					\$0.00
State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Staff Development Funds		\$10,000.00
5	1	1	Personnel	164	\$49,226.00
5	1	1	Pregnancy Related Services and Counseling Services-Personnel	164	\$185,910.00
5	1	1	Support Services, supplies, contract services., reading materials, and other equipment.	164	\$50,000.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Intervention Strategists and SSS Secretary Personnel	164	\$210,779.00
Sub-Total					\$505,915.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE staff		\$175,186.00
1	5	2	Monitors, printers,		\$48,487.00
1	5	3	Career Inventory software		\$6,300.00
1	5	4	travel funds, student meals, student competition fees		\$11,780.00
4	2	1			\$175,186.00
4	2	2			\$48,487.00
4	2	3			\$6,300.00
4	2	4			\$11,780.00
Sub-Total					\$483,506.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00

Addendums