

Weslaco Independent School District
Memorial Elementary
2024-2025 Campus Improvement Plan



Mission Statement

At Memorial Elementary, we recognize, honor, and celebrate the learners in all of us.

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

Always do the right thing

Determined to finish strong

Vision

Memorial Elementary will create a positive, nurturing environment for all members of our school so that we can prepare our students to achieve excellence by providing a high quality education that empowers them to become lifelong learners, readers and leaders that one day contribute to our community and the world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2024, the total student population was 1,1099 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary was a Leader in Me School. However, it is no longer a district initiative. The 7 Habits of Happy Kids are still practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the habits are seen suspended from the ceiling and clearly posted on the front doors. Every morning fifth grade students are at the entrance of the school to greet students and accompany any student who has difficulty finding their classroom.

The student population is 96% Hispanic, and 4% White. Other demographic information includes students in Special Education (15%), Migrant (0%), LEP (13%), and Gifted and Talented (7%).

According to the most recent 2021-2022 TAPR, teachers serving this school are 51 Hispanic and 6 Whites. There are only five teachers with 1-5 years of experience, six teachers with 6-10 years experience, twenty eight teachers with 11-20 years of experience, and seventeen teachers with over 20 years experience. The average years of overall experience is 17 years which is above the school district average.

Demographics Strengths

- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned five out of six distinctions on the Spring 2022 STAAR Assessment (Math, Science, Comparative Academic Growth, Closing the Gap, and Post Secondary)
- Earned an A ratings from TEA for three years
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core area content on STAAR 3-5 for all students including specific populations of ELL, SPED, and Economically Disadvantaged have areas of growth. **Root Cause:** Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

Student Learning

Student Learning Summary

Administrators, coaches and teachers evaluate student achievement data by generating state testing results using Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus administrators in conjunction with teachers meet to desegregate data to identify the strengths and weaknesses of students to determine specific concerns and a plan of action.

2021-2022 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

	All Students	Hispanic	Special Ed.	Econ. Disadv.	EB
	All Subjects 2022 - 84%	All Subjects 2022 - 83%	All Subjects 2022 - 47%	All Subjects 2022 - 84%	All Subjects 2022 - 76%
	Reading 2022 - 87%	Reading 2022- 86%	Reading 2022- 49%	Reading 2022 - 87%	Reading 2022 - 81%
	Math 2022 - 82%	Math 2022 - 81%	Math 2022- 47%	Math 2022- 72%	Math 2022 - 72%
	Science 2022 - 80%	Science 2022- 79%	Science 2022 - 33%	Science 2022 - 80%	Science 2022 -71%

Student Learning Strengths

Memorial Elementary special education students showed improvement on Reading STAAR (from 38% to 49%) and on Science STAAR (from 14% to 33%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 47% of special education students passed all subjects on STAAR. **Root Cause:** Identified students lack foundational reading and math skills

Problem Statement 2: Only 49% of special education students passed the reading STAAR test. **Root Cause:** identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

School Processes & Programs

School Processes & Programs Summary

Memorial Elementary uses a hiring committee consisting of administrators, counselors, and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade level mentor as well as support from administration.

Campus level PLC's are held every Friday to provide teachers opportunities to meet with colleagues and plan for the week including RBL.

School Processes & Programs Strengths

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth.
- 100% Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Memorial Elementary has only approximately 50% of teachers bilingually certified. **Root Cause:** Teachers do not feel the need and are hesitant to take the bilingual certification exam.

Perceptions

Perceptions Summary

Memorial Elementary has a positive school climate. Teachers and faculty members work together to ensure student success in a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) involves stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students and teachers.

Perceptions Strengths

- Implementation of *The Seven Habits of Happy Kids*
- A positive learning environment
- Campus personnel works together to address student absences, tardies, and discipline referrals.
- Teachers meet in Professional Learning Committees every Friday to share ideas and strategies.
- Teachers are rewarded with jean passes and hour lunches.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Memorial Elementary has taken all possible measures to keep students and staff safe and secure. **Root Cause:** Our enrollment is currently 1,175 students and we two security guards on campus. One is a level I Security and the other is a Level II Armed Security Guard.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

- Performance Objective 1:** By Spring 2025:
- 90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments
 - 90% PK-2nd graders are "on grade level" by EOY
 - 60% of all students will meet or exceed expected growth

HB3 Goal

Evaluation Data Sources: STAAR, NWEA MAP, iReady, CLI Engage, District Benchmark, Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Provide opportunities for cross curricular instruction in RLA, Mathematics, Science and Social Studies to promote literacy and numeracy across all content areas. -cross curricular collaboration Strategy's Expected Result/Impact: By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth Staff Responsible for Monitoring: Campus Administration Content Coordinators Title I: 2.4 - Results Driven Accountability Funding Sources: - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]	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), as well as accelerated learning. -PLC's -Professional Development Scholastic, Heggerty, SAAVAS, S3 Strategies, Carlin Liborio, Strategy's Expected Result/Impact: By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth Staff Responsible for Monitoring: Administration Content Coordinators Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Support the implementation and development and curriculum resources including the alignment of the curriculum on grade level instruction and assessments. -TEKS Resource System -Heggerty PK Phonics -Writing Without Tears -Instructional Technology iReady, Relex Math with FRACS, IXL, SIRIUS, Problematic, Lead4ward Strategy's Expected Result/Impact: By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Purchase warehouse supplies including general supplies to help create literacy stations for Pre-K to 5th grade students and big books sets and dressing frames for Pre-K 3. Purchase furniture for PreK-3 classrooms. Purchase fire retardant filing cabinets to keep student records safe from hazards like fires. Strategy's Expected Result/Impact: Improved performance on reading and writing assessments. Keep student cumulative folders safe.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Engage in essential skills for college, career, and community at campus library by increasing the number of studens that read for learning, personal growth, and enjoyment by 10%.

Evaluation Data Sources: monthly circulation statistics
observations
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. Purchase library books. Strategy's Expected Result/Impact: Through fixed and flexible scheduling as ell as emoely, all students will use library resources for their assignments and/or read for enjoyment. Staff Responsible for Monitoring: Librarians Title I: 2.4, 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: 2024-2025 School Year, EB students' performance will improve on STAAR at the Meets Performance Level at all grade levels, in all content areas by 3 %. AND improve 1 Proficiency level on TELPAS.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data
TELPAS DATA

Strategy 1 Details	Reviews			
Strategy 1: Implement SIOP model strategies to help EB students. Peer tutoring small group discussion use of graphic organizers vocabulary instruction questioning techniques lab based lessons scaffolding techniques Strategy's Expected Result/Impact: Improve performance on all assessments of LEP students NWEA MAP Benchmarks STAAR Staff Responsible for Monitoring: Teachers Administration ELAR Strategist Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content area instruction. Strategy's Expected Result/Impact: Improvement on benchmarks and STAAR performance levels Staff Responsible for Monitoring: Bilingual Dept. Campus Administration Bilingual Chair	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Processes and programs in place to ensure EB are provided opportunities to develop all 4 language domains. SUMMIT KG-12 Strategy's Expected Result/Impact: 5% increase in EB demonstrating growth by 1 proficiency level on TELPAS Staff Responsible for Monitoring: Bilingual Dept Admin Bilingual Chair	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: TELPAS camp to provide opportunities for students to showcase the development of the 4 language domains. Strategy's Expected Result/Impact: Pre Indicator oh how students will perform of TELPAS Staff Responsible for Monitoring: Region 1 Bilingual Dept Admin Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By May 2025 identified dyslexic students' STAAR scores will increase by 5% in RLA.

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, STAAR Performance Reports and State Accountability System Results.

Strategy 1 Details	Reviews			
Strategy 1: Implement Orton-Gillingham intervention programs with fidelity. Strategy's Expected Result/Impact: Improved reading and writing score on benchmarks, six weeks progress reports, progress monitoring, walkthroughs, and STAAR. Staff Responsible for Monitoring: Dyslexia Teacher Campus Administration Dyslexia Coordinator Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement accommodations for eligible students to assist in reading and writing. Strategy's Expected Result/Impact: Improved reading and writing score on benchmarks, six weeks progress reports, progress monitoring, walkthroughs, and STAAR. Staff Responsible for Monitoring: General Ed. Teacher Dyslexia Teacher Campus Administration Dyslexia Coordinator Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By the end of the 2024-2025 school year the Advance Academics will increase gifted students performance by mastering grade level standards on the State Assessments by 3%.

High Priority

Evaluation Data Sources: STAAR DATA
Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: GT KG-5th Grade students will be serviced via differentiated strategies by their core content teachers and GT pull out services. Strategy's Expected Result/Impact: Students will receive services to increase performance, engagement, and content mastery. Staff Responsible for Monitoring: GT specialist Administration Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor teacher servicing GT to ensure differentiation utilizing learning walks, feedback, and coaching. Strategy's Expected Result/Impact: Students' needs will be met with enrichment opportunities through differentiation, problem solving, and critical thinking skills. Staff Responsible for Monitoring: Administration IC Content Coordinators Advanced Academic Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be assessed for mastery using performance tasks, check points, progress checks, district assessments, and a project based curriculum. Strategy's Expected Result/Impact: Students increased mastery in grade level on State Assessments. Staff Responsible for Monitoring: GT Teachers Content Coordinators Administration Advanced Academics Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 6: The Fine Arts Department will increase the quality and quantity of literacy used in Pre-K-5th Fine Arts Curriculums.

High Priority

HB3 Goal

Evaluation Data Sources: choir attendance rosters
art club attendance rosters
BOY enrollment DATA
EOY Enrollment DATA
Active in class monitoring and adjustment.

Strategy 1 Details	Reviews			
Strategy 1: The school choir will perform at school and community events and programs such as: Christmas Program Talent Show Strategy's Expected Result/Impact: Students will be successful during performances. Staff Responsible for Monitoring: Music teacher Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The art department will work with local arts advocacy groups to promote the arts through shows and competitions. Strategy's Expected Result/Impact: Students will participate in local shows and competitions. Staff Responsible for Monitoring: Art teacher Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: To assist all students with proper library resources, materials, and aligned classroom and library curriculum in order to ensure that 70% of the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. Strategy's Expected Result/Impact: Increase in scores on benchmarks, IRIs and STAAR Staff Responsible for Monitoring: Library Staff Teachers Administration Title I: 2.4, 2.5, 2.6, 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading. Strategy's Expected Result/Impact: Students will become better readers and become life long readers. Staff Responsible for Monitoring: Library Staff Teachers Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: 100% of students will participate in Physical Education

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Students will attend PE & Health classes with each of the three different coaches. Coaches will purchase PE equipment so students can have an opportunity to participate in different PE activities. Strategy's Expected Result/Impact: Students will become healthier. Staff Responsible for Monitoring: Administration PE Coaches Title I: 2.4, 2.5 Funding Sources: PE equipment and artificial turf - 164 - State Comp. Ed. [SCE] - \$696.13	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: In order to promote a healthy lifestyle including social emotional wellbeing, the lead coach will attend staff development that will focus on up to date PE curriculum, instruction, assessment, wellness and new state standards. Strategy's Expected Result/Impact: Students will benefit from new up to date curriculum and instruction that focuses on healthy bodies and healthy minds. Staff Responsible for Monitoring: Lead Coach Administration TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Staff Development - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 9: By the end of 2024-2025 STAAR scores for students serviced by Special Education will increase by 5%.

High Priority
Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details		Reviews			
Strategy 1: Allow students to access the curriculum and educational opportunities (accelerated instruction and/or intensive program of instruction (through proper evaluation/identification, the development of compliant and appropriate IEP Programs, the use of assistive technology, implementation of accommodations, collaboration between Special and General education teachers, and the provision of services deemed necessary by the ARD committee. Strategy's Expected Result/Impact: By the end of the 2024-2025 school year STAAR scores by students serviced by Special Education will increase by 5%. Staff Responsible for Monitoring: Administration Special Education Staff		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 10: During the 2024-2025, Kindergarten will implement the ASPIRE Blended Learning Framework including the alignment of Technology application TEKS in KG-5th grade)

Evaluation Data Sources: Classroom observations
PLC's/PD
Usage Data from Learning.com

Strategy 1 Details	Reviews			
Strategy 1: KG-4th teachers will continue to follow the BL implementation plan while all KG teachers follow the new ASPIRE implementation plan. Strategy's Expected Result/Impact: 90% of teachers will meet teaching implementation 58% or greater of all KG will achieve the 60 percentile on MAP Staff Responsible for Monitoring: Scott Amdahl Julie Kelly Campus Admin Emily Rodriguez	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase warehouse supplies including general supplies to help create literacy stations for Pre-K to 5th grade students and big books sets and dressing frames for Pre-K 3. Purchase document cameras to help with presentation of lessons. Purchase printers, toner, adapters and accessories. Purchase furniture for PreK-3 classrooms.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 11: During the 2024-2025 PFS Migrant Students in grade 3rd-5th will grow between 1-3 RIT points. EOY RIT scores are an accurate predictor of STAAR scores.

High Priority
Evaluation Data Sources: STTAR DATA
NWEA MAP DATA
District Benchmark

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized and small group instruction in reading and math utilizing online based platforms, in person tutorials, and appropriate resources necessary. Strategy's Expected Result/Impact: Campus Staff Migrant Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: During 2024-2025, processes and programs will be in place for safe and secure technology environments for 100% of students and staff.

Evaluation Data Sources: Chromebook documentation
Online instructional resources and documentation
Usage DATA from programs that support safe and secure technology learning environments.

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place for a technology rich learning environment through the student device replacement program and developing a new process for software selections. Strategy's Expected Result/Impact: Equity in student devices. Balance of oline and offline instructinal resources Staff Responsible for Monitoring: Teachers Coaches Administration Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counseling department will provide classes to promote social emotional learning using different programs. Strategy's Expected Result/Impact: Ripple Effects WISD Counseling Program. Crest Award (TCA conference-1 counselor) Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: An LVN will provide services to ensure each student has the opportunity to be healthy, safe and ready to learn.

Strategy 1 Details	Reviews			
Strategy 1: Nurse will provide aid to students and staff. Strategy's Expected Result/Impact: Ensure that all students and staff feel safe that a nurse is available at all times. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By the end of the school year 2024-2025 Memorial will be in compliance with the minimum standards for bullying set forth by TEA. Memorial will continue to implement a bullying prevention, conflict resolution, and violence prevention plan that will help students feel safe and secure in their learning environment.

Evaluation Data Sources: Bullying compliance report/disciplinary action
SEL survey report
Minimum standards of bullying checklist

Strategy 1 Details	Reviews			
Strategy 1: Anti Bullying Week Anti Bullying Lessons via counseling classes Strategy's Expected Result/Impact: Decrease the number of bullying reports. Improve student behavior (be Kind) Staff Responsible for Monitoring: Administration Counseling	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Student resource officers will ensure that all students are safe.

Evaluation Data Sources: Increase attendance
Decrease behavior issues

Strategy 1 Details	Reviews			
Strategy 1: School resource officers will ensure that all doors are in working order and secured throughout the day. Strategy's Expected Result/Impact: Increase a safe and secure building Increase student/parents feeling safe at school Staff Responsible for Monitoring: Administration WISD Daily Door Sweeps TEA weekly Door Sweeps	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Establish and maintain a safe, secure, and supportive leaning environment for staff and students through the prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school and school grounds.

Evaluation Data Sources: Discipline incidents

Strategy 1 Details	Reviews			
Strategy 1: Promote a positive school climate that fosters safety and embraces respectful, trusting, and caring relationships. SEL lessons focusing on these traits will be delivered to all students. Strategy's Expected Result/Impact: minimal disciplinary incidents. Staff Responsible for Monitoring: Administration Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Parent Specialist
Adminstration

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Class Dojo, KWES and Facebook. Strategy's Expected Result/Impact: Parents will become informed and participate in their child's education. Staff Responsible for Monitoring: Principal Secretary Teachers Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide district aligned parent meetings to disseminate information about school and community involvement. Strategy's Expected Result/Impact: Improved student performance Awareness of community resources to help students be successful and seek assistance when needed. Staff Responsible for Monitoring: Parent Liaison Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: To assist with attendance the parent specialist will make phone calls and conduct home visits throughout the school year as follow up. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Parent Specialist Teacher Attendance Clerk Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: To assist the teachers with classroom projects, the parent center will be supplied with general supplies and storage containers to store the supplies. Strategy's Expected Result/Impact: Improved time management and reduce teacher workload. Staff Responsible for Monitoring: parent specialist	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: The Advanced Academic Teachers will provide information about GT testing, services and program framework.

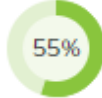
High Priority

Evaluation Data Sources: parent, teacher and student surveys
participation in program initiatives

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality,research based training development and support for all employees.

Performance Objective 1: WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of special education and bilingual.

Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support. Strategy's Expected Result/Impact: An increase in bilingual certified teachers Staff Responsible for Monitoring: Administration Bilingual Chair Coaches Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Research and create a staff awards and incentive program Strategy's Expected Result/Impact: Retain teachers Employee/Teacher of the Month Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure that 100% of content teachers in grades KG-5 complete the initial 30hour GT Bundle and/or 6 hour renewal. Strategy's Expected Result/Impact: Eduphoria Google classroom upload Staff Responsible for Monitoring: Advanced Academics Coordinator GT Specialist Administration	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality,research based training development and support for all employees.

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

Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors and induction training for new teachers. Strategy's Expected Result/Impact: Mentor assignment and mentor feedback Staff Responsible for Monitoring: Administration Coaches Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
	75%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities and encourage teachers to seek additional training in meeting the needs of the campus. Strategy's Expected Result/Impact: Training records, documentation Staff Responsible for Monitoring: Principal Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
	65%			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

State Compensatory

Budget for Memorial Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8.5

Brief Description of SCE Services and/or Programs

--

Personnel for Memorial Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alma Gutierrez	Instructional Aide	0.5
Ana Ramirez	Teacher PK	0.5
Arcadia Lopez-Longoria	Instructional Coach	1
Brissa Aguilar	Teacher PK	0.5
Cynthia Aguilar	Instructional Aide	0.5
Edith Salas	Teacher PK	0.5
Hilda Trevino	Teacher PK	0.5
Jolyn Garcia	Instructional Aide	0.5
Maria Garza	Teacher PK	0.5
Robert Gonzalez	Counselor Clerk	1
Selina Martinez	Teacher PK	0.5
Sergio Villarreal	Instructional Coach	1
Vacancy	Instructional Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delma C. Solether,	Parent Specialist	Title I Part A	1
Irasema Rodriguez	Teacher Class Size Reduction	Title II Part A	1
Jesus Martinez	Media Aide	Title I Part A	1
Luisa E. Riemersma	Instructional Aide	Title I Part A	1
Mariselda Guzman	Special Ed. Aide	Title I Part A	1
Mary Alice Aguirre	Special Ed. Aide	Title I Part A	1
Soraida Yebra	LVN	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	8	1	PE equipment and artificial turf		\$696.13
1	8	2	Staff Development		\$0.00
Sub-Total					\$696.13
Budgeted Fund Source Amount					\$485,350.00
+/- Difference					\$484,653.87
Grand Total Budgeted					\$485,350.00
Grand Total Spent					\$696.13
+/- Difference					\$484,653.87

Addendums



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Dropouts
- Special Program Participation
- Teacher-Student Ratios

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

• Teacher/student ratio	• _____
• Enrollment	• _____
• Ethnicity	• _____
• Special Populations	• _____
• _____	• _____
• _____	• _____

See page 23 of the guide for probing questions related to Demographics.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
 Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

• Teacher retention/admin
• campus rigor
• student achievement
• _____
• _____
• _____
• _____

Needs

• updated facility
• space
• staff for enrollment numbers
• _____
• _____
• _____
• _____

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- Updated facility (furniture, technology, bathrooms, etc...)
- space-more classrooms/working spaces
- staff-more staff for student numbers or less students
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Types:

- Advanced Course/Dual Enrollment Data
- College, Career, and Military Readiness (CCMR)
-
- College Entrance Exams
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Course/Class Grades
- Graduation Plan Types
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Results Driven Accountability (RDA)
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Assessment Data
- State and Local Student Assessment Data Tables
- Texas English Language Proficiency Assessment System (TELPAS) Results
- Texas Success Initiative (TSI) Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

● Standardized test scores	● Program and Intervention Participation Sata <u>showing effectiveness and outcomes</u>
● District Benchmark assessment	● technology access and usage Data of tech in <u>instruction</u>
● enrollment DATA by grade leve, ethnicity <u>gender, socioeconomic status and special</u>	● longitudinal studnet achievement Data
● Instructional and Curriculum Data	●
● Teacher and Staff DATA	●

See page 24 of the guide for probing questions related to Student Achievement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- High student achievement
- effective intervention programs
- engaged and qulified teachers
- comprehensive curriculum and instruction
- technology intergration

Needs

- achievement Gaps among subgroups
- attendance issues
- behavior and discipline concerns
- resource allocation and equity
-

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- By focusing on strengths & addressing the identified priority need areas, we can enhance continuous improvement efforts & ensure students are provided best educational opportunities.
- We must use data to see educational opportunities we provide our students through an outside-in view to identify patterns & trends to inform targeted, evidence based actions.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|-----------|-------|
| ● surveys | ● |
| _____ | _____ |
| ● | ● |
| _____ | _____ |

• _____	• _____
• _____	• _____
• _____	• _____

See page 25 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- positive learning environment
- _____
- incentives-attendance
- _____
- recognition-AR, iReady, Imagine Math and Reflex
- _____
- awards assemblies
- _____
- school/community projects/events
- _____
- parent volunteers
- _____

Needs

- reduce school population
- _____
- pickup/drop off area
- _____
- staff parking
- _____
- facilities-water faucets, restrooms and fans
- _____
- _____
- _____
- _____

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- Our campus has the highest population studnets and staff. Due to this we are in need of more facilities, parking, drop off/pickup area dn class funiture.

- Our campus does not have the support for the large po;ulation of students/staff.

- Facilities can add up to better student health, attendance, behavior and achievement.

- Teachers can benifit with imporved moale and instrucion.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Course/Class Completion, Grades, and Other Data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Recruitment and Retention Rates and Other Data
- Special Program Qualifications (Bilingual/ESL, Special Education, etc.)
- Staff Mobility/Stability
- Teacher Certification/Qualification Data
- Teacher-Student Ratios
- Texas Teacher Evaluation & Support System (T-TESS) and other Staff Effectiveness Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

● Professional Development	●
● Surveys	●
● Recruitment and Retention Rate	●
● T-TESS	●
●	●

See page 26 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

● Friendly Staff
● Teamwork
● Collaboration
●
●

Needs

● Staff Parking
● More Planning Time
●
●
●

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- Staff needs to know that they have a place to park so they don't stress
- Teachers need more time to plan during PLC's
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Curriculum, Instruction, and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Types:

- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Enrichment Course/Class Materials
- Foundation Course/Class Materials
- High-Yield Strategies
- Instructional Design/Delivery
- Lesson Study/Delivery Process
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Standards-Based Curriculum Resources
- Student Misconceptions
- Student-Specific/Differentiated Strategies and Technology

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

• Scope and sequence for pacing guides	• Common Benchmark assessment and weekly assessment
• school, class, RBL and Special Ed Schedules	• PLC Agendas
• Instructional Design, Practices and Delivery	• Technology Curriculum and Applications
•	•
•	•

See page 27 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- RLA and Math curriculum align to state standards and logically sequences
- assessment DATA is analyzed to adjust and monitor instruction, identify students' strengths and
- Weekly and Monthly PLCs to plan instruction based on upcoming skills
-
-

Needs

- resources for grammar and writing KG-5
- Backward Planning K-5th
- common grade level assessment
-
-

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- additional resources to supplement grammar and writing instruction KG-5th
- Weekly PLCs need to focus on internalizing weekly objectives and backward planning
- utilize common grade level assessment to identify areas of instruction needs and drive instructional planning
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Types:

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|---|---|
| ● Family and community participation | ● |
| ● parent activity evaluation and feedback | ● |
| ● parent volunteer information | ● |

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |

See page 28 of the guide for probing questions related to Parent, Family & Community Engagement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”
 Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teamwork
- _____
- collaboration
- _____
- brainstorm ideas
- _____
- _____
- _____
- _____
- _____

Needs

- Parent Engagement
- _____
- parent attendance at meetings
- _____
- communication
- _____
- _____
- _____
- _____
- _____

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- Gather as much Data as possible
- Try to align priorities and needs with student and parent needs
- Student/teacher ratio is too high to meet expectations
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Types:

- Communication: Formal and Informal
- Decision-Making Processes
- Duty Rosters
- Leadership: Formal and Informal
- Master Schedule
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- School Map and Physical Environment
- School Structure (Teaming, Looping, etc.)
- Supervision Structure
- Support Structures: Mentor Teachers

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|---|--|
| • Anonymous <u>Surveys (e.g., Panorama)</u> | • Student <u>Performance Assessments</u> |
| • Professional <u>Learning Communities (PLCs)</u> | • Curriculum and <u>Instruction Data</u> |
| • Grade Level <u>Meetings</u> | • Parental <u>Involvement Records</u> |
| • Site Based <u>Committees</u> | • Community <u>Event Participation Records</u> |
| • Annual <u>Surveys</u> | • Enrollment and <u>Retention Data</u> |

See page 29 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Consistent High Performance
- Student Achievement
- Parental and Community Engagement
- Data-Driven Instruction
- _____
- _____

Needs

- Teacher Input in Decision-Making
- Infrastructure Improvements
- Efficient Student Reception and Dismissal
- Air Conditioning
- Assembly Space
- _____

- | | |
|---------|--|
| • _____ | • Adequate Time <u>for Struggling Students</u> |
| • _____ | • Teacher Involvement <u>in Assessment Selection</u> |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

• SC & O Need 1

- Strengths: The district/school demonstrates consistent high performance and student achievement, supported by dedicated administration and strong community engagement. Data-driven instructional practices are a cornerstone of its success.
- making, addressing infrastructure inadequacies, allocating more time for subjects where students struggle, and involving teachers in assessment selection. These areas are critical for supporting the school's growth and maintaining high educational standards.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- Classroom Technology Needs by Area, Class, Department, etc.
- Leadership and Administrative Support Structures for Technology Implementation
- Professional Development/Teacher Preparation Needs in Technology
- Resource Allocations
- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.
- Technology Plan
- Technology Policies and Procedures

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

● Technology Inventory	● Software Inventory
● Teacher Tech Day Survey	● PD offered
● committee input	●
●	●
●	●
●	●

See page 30 of the guide for probing questions related to Technology.

Findings/Analyses

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” - Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengthen

- 1 to 1 devices
- software available for all core subject areas
- teachers and students will be versed in Google Apps
-
-
-

Needs

- storage for student devices
- charging stations for student devices
- faster response on technology work orders
- specific programs for grade levels
- program to monitor student misuse of internet or applications
-

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- Technology Need 1
- teachers feel that a big need on campus is storage and charging stations, classrooms ~~do not currently have ample electrical outlets to support the number of devices~~
- Teachers would like to see DyKnow or similar program brought back to monitor
- specific grade leels would like age appropriate software
- Also consider purchading EdPuzzles, Quizziz, or other assessment software for grades 3rd-5th
- _____
- _____
- _____
- _____
- _____

Demographics

Updated facility (furniture, technology, bathrooms, etc...)
space-more classrooms/working spaces
staff-more staff for student numbers or less students

School Culture and Climate

Our campus has the highest population students and staff. Due to this we are in need of more facilities, |
Our campus does not have the support for the large population of students/staff.
Facilities can add up to better student health, attendance, behavior and achievement.
Teachers can benefit with improved morale and instruction.

Curriculum, Instruction, and Assessment

additional resources to supplement grammar and writing instruction KG-5th
Weekly PLCs need to focus on internalizing weekly objectives and backward planning

Student Achievement

By focusing on strengths & addressing weaknesses
We must use data to see educational progress

-
-
-
-
-
-
-
-

Staff Quality, Recruitment, and Retention

Staff needs to know that they have a voice
Teachers need more time to plan and grade

-
-
-
-
-
-

Parent, Family & Community

Gather as much Data as possible
Try to align priorities and needs

utilize common grade level assessment to identify areas of instructional needs and drive instructional planning Student/teacher ratio is too high

-
-
-
-
-
-
-

School Context & Organization

SC & O Need 1

Strengths: The district/school demonstrates consistent high performance and student achievement, supported by teachers feel that a big need on

Priority Needs: Key areas for improvement include increasing teacher input in decision-making, addressing Teachers would like to see DyK

- specific grade levels would like to
- Also consider purchasing EdPu
-
-
-
-
-

Technology

Technology Need 1

Teachers feel that a big need on

Teachers would like to see DyK

it

Addressing the identified priority need areas, we can
additional opportunities we provide our students through

-
-
-
-
-
-
-
-
-
-

ment, and Retention

have a place to park so they don't stress
an during PLC's

-
-
-
-
-
-
-
-

Community Engagement

le
s with student and parent needs

gh to meet expectations

-
-
-
-
-
-
-

n campus is storage and charging stations, classroom
know or similar program brought back to monitor
age appropriate software
izzles, Quizziz, or other assessment software for grad

-
-
-
-
-

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

CCNA Focus Area Committee Assignments Template

School Year:

LEA:

Campus Name:

Meeting Date:

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

COMMITTEE MEMBER NAME	ROLE

CCNA Focus Area Committee Assignments Template

School Year:

LEA:

Campus Name:

Meeting Date:

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

COMMITTEE MEMBER NAME	ROLE

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
We will collect data from panorama surveys, questionnaires, and feedback data.
Do data collection tools need to be developed?
No, we already have the panorama survey, but we can customize the questionnaire if needed.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
No need to orgaonize in charts, graphs, tables, etc. because it is anonymous and it would be too much information to categorize.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
It is already confidential.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
We will ensure to continue to have them take the survey's and answer them truthfully.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 5/02/24

Progress Checkpoint 3 Due: 5/09/24

CCNA Focus Area:

- | | |
|---|---|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☒ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Ramiro Treviño/Teacher

COMMITTEE MEMBER NAME	ROLE
Tracy Garza <i>T. Garza</i>	Teacher
Brissa Aguilar <i>Brissa Aguilar</i>	Teacher
Eliza Grimaldo <i>Eliza Grimaldo</i>	Teacher
Irasema Rodriguez <i>Irasema Rodriguez</i>	Teacher
Eliza Estrada <i>Eliza Estrada</i>	Teacher
Maria Torres	Teacher
Sylvia Diaz <i>Sylvia Diaz</i>	Teacher
Lori Ozuna <i>Lori Ozuna</i>	Nurse
A. Alvarez <i>Angeles Alvarez</i>	Parent

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
<i>J. Rodriguez</i>	
<i>Lori Byrne</i>	
<i>Brissa M. Desiga</i>	
<i>Sylvia [Signature]</i>	
<i>A. [Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	
<i>[Signature]</i>	

Step 3 Future Meeting Dates:

5/09/24 _____

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Attendance
Do data collection tools need to be developed?
No need to develop anything new, be consistent with what we're using.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Statistics on graphs
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Do not use student names. Graphs can include grade levels.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Data will be collected and submitted every 3 weeks.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: Tuesday, April 30, 2024

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

- | | |
|---|--|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☒ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson
 Name and Role: Angela Cavazos/Teacher

COMMITTEE MEMBER NAME	ROLE
Lisa Garcia	Teacher
Joel Perez	Teacher
Edith Salas	Teacher
Sylvia Zepeda	Teacher
Erika Saenz	Teacher
Maureen Vos	Teacher
Criselda Perez-Lopez	Librarian
Celinda Guajardo	Principal

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Staff Quality: gender ratio; Special Programs/Clubs; Teacher-Student Quality Recruitment/Retention: Teacher Rewards/Incentives; Teacher Input; Open door policy with administration
Do data collection tools need to be developed?
No because we have the Panorama Survey.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Chart showing ratios
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
N/A
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Analyze and review panorama survey responses

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

5.07.24 5.14.24 _____ _____ _____

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: Memorial Elementary Room 104

Meeting Date: Tuesday, April 30, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
Angela N. Cavazos	Teacher	ancuellar@wisd.us	Nicole C. Cavazos
Lisa Garcia	Teacher	lgarcia@wisd.us	Lisa Garcia
Erika Saenz	Teacher	errsaenz@wisd.us	Erika Saenz
Edith Salas	Teacher	esalas@wisd.us	Edith Salas
Joel Perez	Teacher	jperez@wisd.us	Joel Perez
Sylvia Zepeda	Teacher	sguzman@wisd.us	Sylvia Zepeda
Maureen Vos	Teacher	mvos@wisd.us	Maureen Vos
Criselda Perez-Lopez	Librarian	criperez@wisd.us	Criselda Perez-Lopez
Celinda Guajardo	Principal	cguajard@wisd.us	Celinda Guajardo

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 1 Meeting Date: _____

Progress Checkpoint 1 Due: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 1: Review the purpose and outcomes for conducting the CCNA

Below are some questions to consider. Responses will vary per campus/LEA.

What do we want to accomplish with this process?
How will we ensure that it's a process, not an event?
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
How will we share the purpose and outcomes with those involved?
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?

Step 1 Future Meeting Dates:

Step 2: Campus Leadership Committee Agenda and Meeting Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 2 Meeting Date: _____

Progress Checkpoint 2 Due: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 2: Establish focus area committees for each area of the CCNA.

Below are some questions to consider. Responses will vary per campus/LEA.

Is there a committee or team with expertise in any of the areas?
If not, which staff members will make the greatest contribution to the committee or team?
How will team members be recruited, selected, and potentially replaced?
How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
Which team member is best suited to lead and facilitate individual teams?
How do we ensure that the team lead is skilled in adult learning, including group facilitation, consensus building, leading conversations regarding data analysis?
How will coordination among committees occur?

Complete all CCNA leadership committee assignments, and fill out the committee assignment forms.

Step 2 Future Meeting Dates:

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

CCNA Probing Questions

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Curriculum, Instruction, and Assessment

Potential Data Types

- Class, School, and Special Program Schedules
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Enrichment Course/Class Materials
- Foundation Course/Class Materials
- Instructional Design/Delivery
- High-Yield Strategies
- Lesson Study/Delivery Processes
- Scope and Sequence, Pacing Guides, and Other Focus Documents
- Standards-Based Curriculum Resources and Materials
- Student Misconceptions
- Student-Specific and Differentiated Strategies and Processes
- Technology

1. What evidence exists to determine if the curriculum is clearly linked to the TEKS and other standards for student learning?

PreK curriculum aligns with TEA PreK guidelines. Weekly and daily PreK lessons in the PreK curriculum state which PreK domain aligns with that specific lesson. SAVVAS curriculum for RLA, Math, & Social Studies states TEKS covered in that lesson/unit daily & weekly. SIPPS instruction is aligned with the science of reading. (TEKS??)

2. Is the the curriculum structured in logically sequenced units of instruction?

PreK curriculum is structured in logically sequenced units of instruction. The RLA curriculum for kindergarten through 5th grade is structured in logically sequenced units of instruction. The math curriculum in upper grades (3rd to 5th) is meticulously structured in logically sequenced units of instruction, ensuring alignment with educational standards and a solid foundation for advanced math skills. The 2nd-grade math is structured but not logically sequenced. The curriculum jumps from one unit to another in a different book. (Is this the case in Kinder & 1st??)

3. How is data used to inform curriculum, instruction, and assessment decisions?

Weekly assessments are based on TEK skills taught for that period. Assessment data is analyzed to adjust & monitor instruction (pacing, scaffolding, reteaching, spiraling, differentiating, etc.)

4. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

SIPPS instructional strategies and activities are aligned with student learning needs by building on each other, lessons follow a routine, and the curriculum is implemented consistently in lower grades. Differentiated strategies and activities must be in place to meet student's needs and learning abilities. The outcome for achievement is consistent across the campus & district although social events & testing interfere within the instructional schedule.

5. How are curriculum, instruction, and assessment aligned with College and Career Readiness Standards?

TEKS Resource System: The TEKS Clarification section provides instructional examples and questioning that connect with CCRS.

6. What evidence supports the classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?

Blended learning in the lower grades incorporates rigorous, high-quality experiences that promote critical thinking. The SAVVAS curriculum incorporates scaffolding, DOK questioning, and differentiated options for teacher instruction

7. How do instructional design and delivery maximize student engagement and a positive learning climate?

Students are excited about instruction when the teacher is positive, organized, prepared, and has a routine. Teachers design and deliver developmentally appropriate lessons and incorporate the gradual release of instruction. Teachers provide positive reinforcement

8. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?

PLCs (Campus & District), weekly grade level planning, & curriculum writing. The curriculum offers resources and lessons in English and Spanish. Guided readers are leveled, and technology instructional programs provide individualized pathways based on students' needs.

9. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students? Which students need this type of instruction?

Small group instruction to target students' areas of need. Students are grouped based on tier levels (tiers 2 & 3). Weekly assessments, daily check-ins, and exit tickets.

10. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? Do benchmarks align to state standards and the appropriate level of rigor?

Yes. Weekly assessments are based on skills covered for the week. Benchmarks are state-released tests.

11. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

Benchmark assessments are state assessments. Curriculum assessments based on skills covered. Curriculum assessments are culturally appropriate or neutral. Students perceive these assessments fairly.

12. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

Assortment of assessments. BOY, MOY, and EOY will show student growth. Assess different skills at different times of the year.

Should they be the same assessment (???) Comprehensive testing.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024
 LEA: Weslaco Independent School District
 Campus Name: Memorial Elementary
 Step 4 Meeting Date: 5/7/2024
 Progress Checkpoint 4 Due: 5/8/2024

CCNA Focus Area:

- | | |
|--|---|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☒ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson

Name and Role: Erica Guajardo/Instructional Coach

COMMITTEE MEMBER NAME	ROLE
Hilda Trevino	Teacher
Flor Palacios	Teacher
Denise Martinez	Teacher
Angelica Amdahl	Teacher
Diana Montelongo	Teacher
Teresa Campuzano	Teacher
Marivel Cuellar	Teacher
A. Araujo	Parent

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths: RLA & Math curriculum aligned to the state standards. Data is analyzed to adjust & monitor instruction. Weekly & monthly PLCs to intentionally plan instruction based on upcoming skills. Needs: Foundational writing/numeracy skills K-2nd. Rigor of questioning/vocabulary/assignments. Evidence based responses K - 3rd. Vertical Planning
What evidence supports the strengths and needs?
Data comparison BOY to EOY (MAP, I-Ready, Benchmarks, Istation)
What are the priorities?
The rigor /use of academic vocabulary K-5th. Vertical planning during weekly PLCs & collaboration of instructional strategies/resources. Foundational writing/numeracy skills in K-2nd.
What are we learning about our LEA/campus, and what connections are we making?
Vertical planning is essential during weekly PLC meetings to ensure foundational skills are mastered for next grade level readiness. There needs to be coherence across grade levels with use of academic vocabulary. We need to have intentional planning to ensure rigor.
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
Identifying overall strengths, needs, and patterns in our data.
How will coordination among committees occur?
Weekly and monthly PLC meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

5/14/2024

5/21/2024

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 5/2/2024

Progress Checkpoint 3 Due: 5/7/2024

CCNA Focus Area:

- | | |
|--|---|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☒ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson
 Name and Role: Erica Guajardo/Instructional Coach

COMMITTEE MEMBER NAME	ROLE
Hilda Treviño	Teacher
Flor Palacios	Teacher
Denise Martinez	Teacher
Angelica Amdahl	Teacher
Diana Montelongo	Teacher
Teresa Campuzano	Teacher
Marivel Cuellar	Teacher
A. Araujo	Parent

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Scope and Sequence, Pacing Guides, and Other Focus Documents Common Benchmark Assessments and/or Other Assessments Class School and Special Programs Schedules Instructional Design/Delivery Processes PLC Agendas/ Tech Curriculum (I-Ready & Imagine Math)
Do data collection tools need to be developed?
No, we already have data collection tools in place that can be used to gather information. We can use platforms such as Eduphoria, NWEA MAP, Centralized Reporting System/STAAR Scores), iReady, etc.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
The data will be presented in Google slides using a variety of chart and tables
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We will ensure the data shared meets FERPA and district policies by sharing general data. All data documents will be collected and restricted to campus personnel only.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
We will follow protocols and procedures in collecting data. We will evaluate data to identify patterns and areas of need to ensure student success.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
All Members	Review Probing Questions for Next Meeting
All Teachers	Grade Level Scope and Sequence
All Teachers	Writing Samples
Instructional Coach	2nd Six Weeks Lesson Plans
Instructional Coach	Benchmark Assessments

Step 3 Future Meeting Dates:

5/7/2024 5/14/2024 5/21/2024 _____ _____

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD
Campus Name: Memorial Elementary
Meeting Location: PLC Room 201
Meeting Date: 5-27-24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
C. Aguilar	teacher		<i>C. Aguilar</i>
E. Hernandez	teacher		<i>E. Hernandez</i>
P. Perez	teacher		<i>P. Perez</i>
E. Aguilar	teacher		<i>E. Aguilar</i>
N. Rivas	teacher		<i>N. Rivas</i>
E. Salazar	teacher		<i>E. Salazar</i>
B. Pineda	teacher		<i>B. Pineda</i>
P. Alejandro	Instructional Coach		

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

 School Year: 2023/2024

LEA: _____

 Campus Name: Memorial Elementary

 Step 5 Meeting Date: 5/14/24

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

- | | |
|---|---|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☒ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

 Committee Chairperson Name and Role: Ramiro Treviño Parent Specialist

COMMITTEE MEMBER NAME	ROLE
Maria Torres	Teacher
Elisa L. Estrada	Teacher
Trasema Rodriguez	Teacher
Sylvia L. Lina	Teacher
Brissa M. Desiga	Teacher
Crystal Sanchez	Parent
Eliza G. Maldonado	Teacher
Wm. Ojuna	Nurse
Angela Alvarez	Parent

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
Lower teacher-student ratio
How are the findings reflected in summary statements?
The numbers we currently have are not ideal for a ~~successful~~ ^{effective} learning environment.
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
Strengths are brainstorm ideas & come up with new ideas and close gaps to problem solve.
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
Communication
How do priorities and needs correlate with justifications for ESSA program expenditures?
Try to align it with student & parent needs.

Step 5 Future Meeting Dates:



Prioritization Tool



Parent, Family and Community Engagement

Parent, Family and Community Engagement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Types:

- Community Service Agencies and Support Services
- Demographic Data
- Family and Community Participation Counts by Type of Activity
- Mobility/Stability
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parent Volunteer Information

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- Family & Community Participation
- Parent Activity Evaluation & Feedback
- Parent Volunteer Information

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |

See page 28 of the guide for probing questions related to Parent, Family & Community Engagement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Team work
- Collaborative
- Brainstorm Ideas
- _____
- _____
- _____

Needs

- Parent Engagement
- Parent attendance at meetings
- Communication
- _____
- _____
- _____

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

- F&C Need 1

- Gather as much data as possible
- Try to align priorities and needs with student & parent needs
- Student teacher ratio is too high to meet expectations
- _____
- _____
- _____
- _____
- _____
- _____

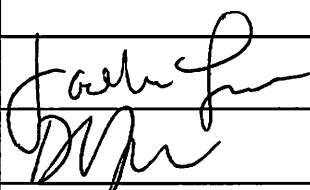
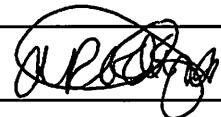
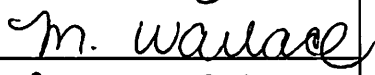
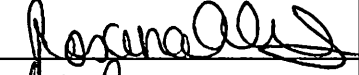
CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location:

Meeting Date: 05/03/2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Jackie Losoya	Teacher	jillosoya@wisd.us	
Dianne Desiga	Teacher	dahinojosa@wisd.us	
Maria G. Garza	Teacher	mcgarza@wisd.us	
Alma Rodriguez	Teacher	alrodrig@wisd.us	
Michelle Wallace	Teacher	mimedelez@wisd.us	
Rosanna Alvarez	Teacher	ralvarez@wisd.us	
Alyssa Cavazos	Teacher	alcavazos@wisd.us	
Rebecca Burget	Teacher	rburget@wisd.us	
Monica Hernandez	Parent	monikita881619@gmail.com	

1. *[Handwritten scribble]*

2. *[Handwritten scribble]*

3. *[Handwritten scribble]*

4. *[Handwritten scribble]*

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 05/03/2024

Progress Checkpoint 3 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and

Assessment School Context and

Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community

Engagement Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavazos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

Committee Documents 5c-Template (cont'd)

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
-Teacher/Student Teacher Ratios - Enrollment - Ethnicity - Special Populations
Do data collection tools need to be developed?
No, this data can be collected through already existing campus/district databases of enrollments and Teacher/Student ratios.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Yes, visuals for this data organization are beneficial.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Demographic and student/teacher ratios are already available to the public. Avoiding names of people and strictly only obtaining information that is pertinent to the data collection required (enrollment and Teacher/Student ratios.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
By following the data collection process and using spreadsheets to organize data while also cleaning out unnecessary data. This will help the committee understand and analyze data prior to trying to identify solutions.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

Step 3 Future Meeting Dates:

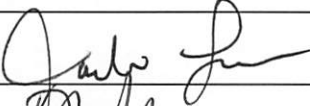
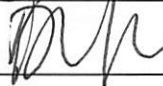
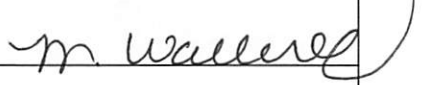
CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: 127A

Meeting Date: 05/10/2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
Jackie Losoya	Teacher	jillosoya@wisd.us	
Dianne Desiga	Teacher	dahinojosa@wisd.us	
Maria G. Garza	Teacher	mcgarza@wisd.us	
Alma Rodriguez	Teacher	alrodrig@wisd.us	
Michelle Wallace	Teacher	mimedelez@wisd.us	
Rosanna Alvarez	Teacher	ralvarez@wisd.us	
Alyssa Cavazos	Teacher	alcavazos@wisd.us	
Rebecca Burget	Teacher	rburget@wisd.us	
Monica Hernandez	Parent	monikita881619@gmail.com	

Signature
J. [unclear]

Signature

Signature

Signature

CCNA Probing Questions

Demographics

Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Demographics

Potential Data Types

- | | | |
|--|----------------------------|---|
| • At-Risk by Category | • Course/Class Assignments | • Rates of Graduation, Completion, and Dropouts |
| • Attendance | • Enrollment | • Special Program Participation |
| • College, Career, and Military Readiness (CCMR) | • Ethnicity | • Teacher-Student Ratios |
| • College/University/Dual Credit/Advanced Placement Enrollment | • Gender | |
| | • Mobility/Stability | |

1. What do enrollment numbers indicate?

Enrollment numbers indicate that Memorial Elementary is the most populated Elementary campus in the district with 1,105 students. The least populated campus is PFC Mario Ybarra Elementary with 519 students. This data shows that we are more than double in population of this Out of the district's 10 elementary schools, Memorial and Margo each have enrollment numbers over 1,000 and these schools are close in distance.

2. What is the breakdown of students by ethnicity, gender, or other category?

At Memorial Elementary the breakdown is as followed:

Ethnicity- 96% Hispanic, and 4% White

Gender- 52% Male and 48% Female

Other Categories- Special Populations

3. How has the enrollment changed over the past three years?

There has not been enough data provided to us to analyze the enrollment over time, however through collaboration it is identified that enrollment is increasing every year.



Committee Documents Sdi-Demographics (cont'd)

4. What is the number of students in each special program? What is the breakdown by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

LEP: 143

SpEd: 157

At Risk: 695

GT: 82

Migrant: 5

Economically Disadvantaged: 770

Voc: 0

Breakdowns or these totals have not been provided by ethnicity, gender or any other category.

With our At Risk percentage being over 50% at 63% and our Economically disadvantaged being at 70%—we could consider these special populations as under representations, however in comparison to the whole district—Memorial is 2nd from of bottom with the least percentage of economically disadvantaged population and the elementary with the least percentage. This could be due to the demographics of the area and the socioeconomic status of the residents in the area and them being zoned to and having Memorial as their campus of choice.

5. What is the data for special programs over time?

There is not enough information and data provided to us to determine this, however through first hand experiences it is thought to be that the total population and percentages of special programs students is increasing over time.

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

A low percentage of students exit programs at the elementary level. (Need more information to complete questions.)

Through teacher experiences however these would be students that were in RTI or 504 due to behaviors affecting their academic performance. These are also students who are receiving special education support for a speech impairment that was identified in early childhood.

7. Who are our at-risk students? What is their at-risk category?

697/1101 (We don't have specific information about the full list of at-risk categories, who exactly the students are and what category they belong to.)

Homeless- there are 3 students at Memorial that are at risk due to being identified as homeless

Truancy- 113 students (there has not been enough information provided to us to determine if the absences of these students have been identified as acceptable absences.)

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date:

Progress Checkpoint 4 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and

Assessment School Context and

Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community

Engagement Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavazos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

Committee Documents 5d-Template (cont'd)

Step 4: Determine areas of priority and summarize needs. *Below are some questions to consider. Responses will vary per campus/LEA.*

What are the strengths and needs of our LEA/campus and its representative groups?

Strengths- Administration, Rigor, and Student Achievement, **Needs-** Updated facility (entire building furniture, technology etc.). More classrooms/more teachers or reduce the enrollment numbers. This also includes a smaller and defined Teacher to Student ratio for our Special Programs (Special Education).

What evidence supports the strengths and needs?

Strengths- STAAR data/Campus rating and teacher retention **Needs-** The building speaks for itself and teacher rosters for looking at Teacher to Student ratios. Student Achievement for students enrolled in special programs (Special Education. Emergent bilinguals, etc.).

What are the priorities?

Priorities include student safety and high academic achievement .

What are we learning about our LEA/campus, and what connections are we making?

We are learning that enrollment is increasingly high in comparison to other campuses and fellow elementary's in the district especially for the state and size of our campus which does impact student learning and the overall wellness of those involved.

How do we ensure that we follow the summary process and refrain from identifying solutions in this step?

Sticking to stating campus needs as bullets and not allowing committee members to veer off topic thinking or talking about solutions.

How will coordination among committees occur?

Coordination occurs both electronically (through emails and Google chats) as well as in person meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: 127A

Meeting Date: 05/16/2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Jackie Losoya	Teacher	jillosoya@wisd.us	Jackie Losoya
Dianne Desiga	Teacher	dahinojosa@wisd.us	Dianne Desiga
Maria G. Garza	Teacher	mcgarza@wisd.us	Maria G. Garza
Alma Rodriguez	Teacher	alrodrig@wisd.us	Alma Rodriguez
Michelle Wallace	Teacher	mimedelez@wisd.us	Michelle Wallace
Rosanna Alvarez	Teacher	ralvarez@wisd.us	Rosanna Alvarez
Alyssa Cavazos	Teacher	alcavazos@wisd.us	Alyssa Cavazos
Rebecca Burget	Teacher	rburget@wisd.us	
Monica Hernandez	Parent	monikita881619@gmail.com	Monica Hernandez

10/1/21
10/1/21

10/1/21

10/1/21

10/1/21

10/1/21

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 5 Meeting Date:

Progress Checkpoint 5 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and

Assessment School Context and

Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community

Engagement Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role:

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

*Committee Documents 5e-Template (cont'd)***Step 5: Connect the CCNA to the campus improvement plan development and review process.***Below are some questions to consider. Responses will vary per campus/LEA.*

What are the findings in the CCNA?
Findings from the CCNA are that we have a minority majority of Hispanic students in comparison to other racial/ethnic groups. Majority of students are also classified or identified to be economically disadvantaged. Memorial is also the most populated elementary campus in WISD. The high number of students can be due to proven student achievement (TEA results) over the years, socioeconomic status of those that live in the area (price on homes in this area is higher in comparison to others), and teacher retention possibly indicating that leadership is strong. All these factors/findings do support the increase in population of students and the increased student to teacher ratios in comparison to other campuses in the district.
How are the findings reflected in summary statements?
They are reflected in the District Population reports by actual numbers and percentages.
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
As a district teacher retention bonuses are helping to contribute to teacher retention. Gestures of appreciation are also planned by the campus to help retain teachers. PLC days are provided to continue to maintain student achievement results for our demographic of student population.
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
Campus needs as most information about needs is communicated to administration by staff anecdotally but no current campus improvement plans have been shared with staff or other stakeholder groups publicly.

How do priorities and needs correlate with justifications for ESSA program expenditures?

Committee members are unaware of ESSA program expenditures.

Step 5 Future Meeting Dates:

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:



Prioritization Tool



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | |
|------------------|---------|
| • <u>Surveys</u> | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

- _____
- _____
- _____
- _____

See page 25 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Positive learning environment
- Incentives - Attendance
- Recognition - AR, I-Ready, ^{Imagine} math, ^{flex} reflex
- Awards assemblies
- School/community projects/events
- Parent volunteers
- _____

Needs

- Reduce school population
- Pickup/drop off Area
- Staff parking
- Facilities - water faucets, restrooms, fans
- _____
- _____
- _____

- _____
- _____
- _____
- _____

Summary of Needs

- Our campus has the highest population of
- students and staff. Due to this we are in
- need of more facilities, parking, drop off/pick
- up area, and Class furniture. Our campus
- does not ^{have the} support for the large population of students/
- staff. Facilities can add up to better student health,
- attendance, behavior, and achievement. In addition,
- teachers can benefit with improved morale & instruction.
- _____
- _____

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

- | | |
|---|---|
| ☐ Demographics | ☐ Student Achievement |
| ☒ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Laurie Rodriguez/Teacher

COMMITTEE MEMBER NAME	ROLE
Veronica Alonzo	Counselor
Annalinda Reyna	Teacher
Michelle Rodriguez	Teacher
Jessica Lopez	Teacher
Jessica Gomez	Teacher
Adrianna Peña Valdez	Teacher
Siquio Lozano	Teacher
Nidia De los Santos	Assistant Principal
Simona Gonzalez	Community Member

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?

Do data collection tools need to be developed?

No, we already have the pandora
we can customize the questionnaire if
needed.

Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?

NO, because it is anonymous and ~~it~~ ^{it would} be too much information to enter onto.

How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?

It's already Confidential

How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

Continue to have them take the survey
and answer truthfully

CCNA Committee Meeting Participant Sign-In Sheet Template

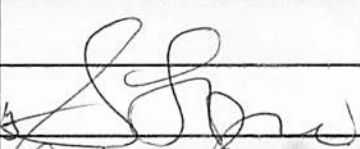
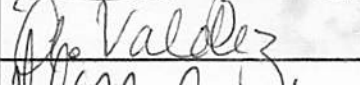
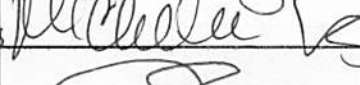
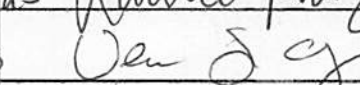
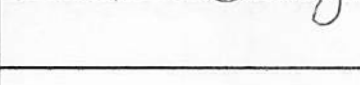
LEA:

Campus Name:

Meeting Location:

Meeting Date:

Memorial Elementary
Room 115
May 7th, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Zeke Lozano	Coach	Slozano@wisd.us	
Adriana Valdez	Teacher	adpena@wisd.us	
Michelle Rodriguez	Teacher	mimartinez@wisd.us	
Jessica Gomez	Teacher	Jegomez@wisd.us	
Jessica Lopez	teacher	jeslopez@wisd.us	
Laurie Rodriguez	teacher	larodrigue@wisd.us	
Veronica Abrego	Counselor	valabrego@wisd.us	

CCNA Probing Questions

School Culture and Climate

School Culture and Climate refers to the organization's values, beliefs, and customs that shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

School Culture and Climate

Potential Data Types

- Classroom and School Walkthrough Data
- Feedback Data
- Focus Groups
- Interviews
- Parent Conferences or Meetings
- Questionnaires
- Student Discipline Data (including Disproportionality)
- Surveys

1. How do students describe the school climate? How does this compare to the staff's perception?
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How do these data compare across groups?

4. What do the data reflect regarding student behaviors, discipline, etc.?
5. To what degree do students and staff feel physically safe?
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?
7. Which students are most satisfied with the school's culture and climate? How does this compare to these students' attendance, tardies, and other behaviors?
8. What do the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

9. **What do the data reflect regarding gangs, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?**
10. **What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus those who are not involved?**
11. **What are the students' and staffs members' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate?**
12. **Is there disproportionality based on race or ethnicity occurring at the LEA/campus with respect to incidence, duration, and type of student disciplinary actions, including suspensions and expulsions? How does the data compare across programs, subgroups, etc.?"**

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

CCNA Probing Questions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention refers to the school organization's level of high-quality, highly effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Staff Quality, Recruitment, and Retention

Potential Data Types

- Course/Class Completion, Grades and Other Data
- Paraprofessional and Other Staff Qualifications
- Professional Development Data
- Rates of Graduation, Completion, Certificates of High School Equivalency and Dropouts
- Recruitment and Retention Rates and Other Data
- Special Program Qualifications (Bilingual/ESL, Special Education, etc.)
- Staff Mobility/Stability
- Teacher Certification/Qualification Data
- Teacher-Student Ratios
- Texas Teacher Evaluation & Support System (T-TESS) and other Staff Effectiveness Data

1. What are the qualifications and certifications of our teachers? Paraprofessionals?

2. What do the general data reflect regarding teacher quality on the campus?

3. How are follow-up data regarding teacher performance provided to teachers?

9. What systems are in place to build capacity and support continuous improvement?

10. How are we using data to determine professional development for staff?

11. How are collective and individual decisions regarding professional development determined?

12. What types of professional development have staff members attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD
Campus Name: Memorial Elementary
Meeting Location: PLC Room 201
Meeting Date: 5-16-24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
C. Aguilar	teacher		<i>C. Aguilar</i>
E. Hernandez	teacher		<i>E. Hernandez</i>
P. Perez	teacher		<i>P. Perez</i>
E. Aguilar	teacher		<i>E. Aguilar</i>
N. Rivas	teacher		<i>N. Rivas</i>
E. Salazar	teacher		<i>E. Salazar</i>
B. Pineda	teacher		<i>B. Pineda</i>
P. Alejandro	Instructional Coach		

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

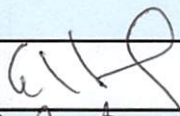
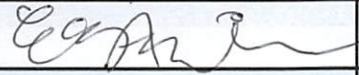
School Year: 2023-2024
LEA: Weslaco Independent School District
Campus Name: Memorial Elementary
Step 3 Meeting Date: May 1, 2024
Progress Checkpoint 3 Due: _____

CCNA Focus Area:

- | | |
|---|---|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☐ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☒ Technology |

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Paula Alejandro/Instructional Coach

COMMITTEE MEMBER NAME	ROLE
Cynthia Aguilar	Teacher
Edith Hernandez 	Teacher
Perla Perez 	Teacher
Elizabeth Aguilar 	Teacher
Natalie Rivas 	Teacher
Ericka Salazar 	Teacher
Belen Pineda	Teacher

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Do data collection tools need to be developed?
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date: Tuesday, May 07, 2024

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

- | | |
|---|--|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☒ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson

Name and Role: Angela Nicole Cuellar Cavazos

COMMITTEE MEMBER NAME	ROLE
Angela Nicole Cuellar Cavazos	Teacher
Lisa Garcia	Teacher
Joel Perez	Teacher
Maureen Vos	Teacher
Sylvia Zepeda	Teacher
Edith Salas	Teacher
Erika Saenz	Teacher
Criselda Perez-Lopez	Librarian
Celinda Guajardo	Principal

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths: communication Need: time for collaboration
What evidence supports the strengths and needs?
Supporting strengths: teacher collaboration and input; PLC's were effective to meet and discuss objectives and concerns
What are the priorities?
Scheduling meeting time to discuss student achievement and success.
What are we learning about our LEA/campus, and what connections are we making?
Everyone has different needs and ideas but through collaboration we're able to connect and discuss different ideas for better staff quality.
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We continue to discuss different ideas to ensure staff quality.
How will coordination among committees occur?
Grade level meetings and PLC's

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

May 16, 2024

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District
Campus Name: Memorial Elementary
Meeting Location: Memorial Elementary / Room 104
Meeting Date: May 07, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
Angela N Cuellar Cavazos	Teacher	ancuellar@wisd.us	Nicole C. Cavazos
Lisa Garcia	Teacher	lgarcia@wisd.us	Lisa Garcia
Joel Perez	Teacher	jperez@wisd.us	Joel A 18
Edith Salas	Teacher	esalas@wisd.us	Edith R. Salas
Erika Saenz	Teacher	errsaenz@wisd.us	Erika Saenz
Sylvia Zepeda	Teacher	sguzman@wisd.us	Sylvia Zepeda
Maureen Vos	Teacher	mvos@wisd.us	Maureen Vos
Cris Perez-Lopez	Librarian	criperez@wisd.us	Cris Perez-Lopez
Celinda Guajardo	Principal	cguajard@wisd.us	Celinda Guajardo

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: Tuesday, April 30, 2024

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

- | | |
|---|--|
| ☐ Demographics | ☐ Student Achievement |
| ☐ School Culture & Climate | ☒ Staff Quality, Recruitment and Retention |
| ☐ Curriculum, Instruction and Assessment | ☐ Parent, Family & Community Engagement |
| ☐ School Context and Organization | ☐ Technology |

Campus CCNA Committee Members

Committee Chairperson
 Name and Role: Angela Cavazos/Teacher

COMMITTEE MEMBER NAME	ROLE
Lisa Garcia	Teacher
Joel Perez	Teacher
Edith Salas	Teacher
Sylvia Zepeda	Teacher
Erika Saenz	Teacher
Maureen Vos	Teacher
Criselda Perez-Lopez	Librarian
Celinda Guajardo	Principal

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Staff Quality: gender ratio; Special Programs/Clubs; Teacher-Student Quality Recruitment/Retention: Teacher Rewards/Incentives; Teacher Input; Open door policy with administration
Do data collection tools need to be developed?
No because we have the Panorama Survey.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Chart showing ratios
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
N/A
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Analyze and review panorama survey responses

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

5.07.24 5.14.24 _____ _____ _____

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: Memorial Elementary Room 104

Meeting Date: Tuesday, April 30, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
<i>Example: John Doe</i>	<i>teacher, community member, principal</i>	<i>johndoe@email.com</i>	
Angela N. Cavazos	Teacher	ancuellar@wisd.us	Nicole C. Cavazos
Lisa Garcia	Teacher	lgarcia@wisd.us	Lisa Garcia
Erika Saenz	Teacher	errsaenz@wisd.us	Erika Saenz
Edith Salas	Teacher	esalas@wisd.us	Edith Salas
Joel Perez	Teacher	jperez@wisd.us	Joel Perez
Sylvia Zepeda	Teacher	sguzman@wisd.us	Sylvia Zepeda
Maureen Vos	Teacher	mvos@wisd.us	Maureen Vos
Criselda Perez-Lopez	Librarian	criperez@wisd.us	Criselda Perez-Lopez
Celinda Guajardo	Principal	cguajard@wisd.us	Celinda Guajardo

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 4: Determine areas of priority and summarize needs.

Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

Demographics

Student Achievement

School Culture & Climate

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Parent, Family & Community Engagement

School Context and Organization

Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Step 3: Determine which types of data will be collected and analyzed by the committee to develop the school profile.

Below are some questions to consider. Responses will vary per campus/LEA.

What data will we collect?
Do data collection tools need to be developed?
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date:

Progress Checkpoint 4 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and

Assessment School Context and

Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community

Engagement Technology

Campus CCNA Committee Members

Committee Chairperson

Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

Committee Documents 5d-Template (cont'd)

Step 4: Determine areas of priority and summarize needs. *Below are some questions to consider. Responses will vary per campus/LEA.*

What are the strengths and needs of our LEA/campus and its representative groups?

Strengths- Administration, Rigor, and Student Achievement,
Needs- Updated facility (entire building furniture, technology etc.). More classrooms/more teachers or reduce the enrollment numbers. This also includes a smaller and defined Teacher to Student ratio for our Special Programs (Special Education).

What evidence supports the strengths and needs?

Strengths- STAAR data/Campus rating and teacher retention
Needs- The building speaks for itself and teacher rosters for looking at Teacher to Student ratios. Student Achievement for students enrolled in special programs (Special Education. Emergent bilinguals, etc.).

What are the priorities?

Priorities include student safety and high academic achievement .

What are we learning about our LEA/campus, and what connections are we making?

We are learning that enrollment is increasingly high in comparison to other campuses and fellow elementary's in the district especially for the state and size of our campus which does impact student learning and the overall wellness of those involved.

How do we ensure that we follow the summary process and refrain from identifying solutions in this step?

Sticking to stating campus needs as bullets and not allowing committee members to veer off topic thinking or talking about solutions.

How will coordination among committees occur?

Coordination occurs both electronically (through emails and Google chats) as well as in person meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion, and Dropouts
- Special Program Participation
- Teacher-Student Ratios

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- Teacher/Student ratios
- Enrollment
- Ethnicity
- Special Populations

See page 23 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

- | | |
|----------------------------------|---------------------------------------|
| • <u>Teacher retention/Admin</u> | • <u>Updated facility</u> |
| • <u>Campus Rigor</u> | • <u>Space</u> |
| • <u>Student Achievement</u> | • <u>Staff for enrollment numbers</u> |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Summary of Needs

• Demographics Need 1 Updated facility (furniture, technology, bathrooms, etc.)

• Need 2 Space - more classrooms/working spaces

• Need 3 Staff - more staff for student numbers or less students



Prioritization Tool



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

• Standardized test scores	• Program & Intervention Participation Data showing effectiveness & outcomes
• District Benchmark Assessments	• Technology Access & Usage Data of tech in instruction
• Enrollment Data by grade level, ethnicity, gender, socioeconomic status, & Special Program	• Longitudinal student achievement data
• Instructional & Curriculum Data	•
• Teacher & Staff Data	•
	•

See page 24 of the guide for probing questions related to Student Achievement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- High Student Achievement
- Effective Intervention Programs
- Engaged & Qualified Teachers
- Comprehensive Curriculum & Instruction
- Technology Integration
-
-
-

Needs

- Achievement Gaps among subgroups
- Attendance Issues
- Behavior & Discipline Concerns
- Resource Allocation & Equity
-
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Summary of Needs

- By focusing on strengths & addressing the identified priority need areas, we can enhance continuous improvement efforts & ensure students are provided best educational opportunities.

- We must use data to see educational opportunities we provide our students through an outside-in view to identify patterns & trends to inform targeted, evidence based actions.

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Prioritization Tool



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

CCNA Probing Questions.

School Context and Organization

School Context and Organization refers to the processes, structures, decision making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

To what degree does the district/school support the organization? How are those supports offered or provided?

The district and school offer support to the organization through various means. This includes encouraging parental involvement and community engagement in school activities. While there's a shared vision and sufficient curriculum and instruction, there's room for improvement in this aspect. Additionally, the district supports the organization by facilitating staff, student, and parental involvement in community events. They provide access to mental health classes for students and staff, facilitated by counselors.

What does the data reflect about classes, schedules, and student/staff teams?

The data provides insights into various aspects of student learning and support within the school environment:

1. **IEP Planning and Student Services:** It informs the planning of Individualized Education Programs (IEPs) and the provision of necessary services to support student needs.
2. **Assessment of Student Weaknesses and Strengths:** Data helps identify students' academic strengths and weaknesses, enabling teachers to tailor instruction accordingly, including targeted reteaching where needed.
3. **Subject-specific Performance Analysis:** It highlights students' strengths and weaknesses in different subjects, aiding in curriculum refinement and targeted support.
4. **Closing Learning Gaps:** Data is used to identify areas of strength and weakness, facilitating interventions to address learning gaps and promote academic progress.
5. **Student Grouping:** The data informs the grouping of students based on their performance, enabling educators to provide appropriate levels of challenge and support tailored to individual needs.

Overall, the data serves as a valuable tool in supporting student learning, informing instructional practices, and ensuring equitable educational opportunities for all students.

How is adequate time devoted to subjects in which students perform poorly?

Adequate time for subjects in which students perform poorly is challenging to allocate due to various interruptions within the school, such as testing, activities, and ARD meetings. Despite efforts to provide extra help, it can be difficult to prioritize struggling students while balancing the needs of the entire group. Teachers, particularly those responsible for teaching multiple subjects, find it challenging to find additional time for reteaching and individualized support. This is especially true for self-contained teachers who cover all subjects. Time constraints within the daily schedule further limit the ability to devote extra time to specific subjects or struggling students. Overall, the challenge lies in finding sufficient time within the school day to address the needs of students who require additional support.

How do teachers have a voice in decision-making and school policies?

Teachers have several avenues for voicing their opinions and influencing decision-making processes:

- 1. Anonymous Surveys: Tools like Panorama provide teachers with opportunities to give feedback anonymously, helping decision-makers understand concerns and perspectives.**
- 2. Campus Votes: Some suggest implementing campus-wide voting systems for major policy changes, ensuring that the entire faculty has a say in important decisions.**
- 3. Meetings: Teachers can voice their concerns and opinions during Professional Learning Communities (PLCs), grade level meetings, and Site Based Committees, where discussions often revolve around school policies and practices.**
- 4. Continuous Improvement: Feedback mechanisms, such as annual surveys sent out by the district, allow teachers to provide input on various aspects of school operations. The district then uses this feedback to make improvements.**

Overall, while existing avenues like surveys and meetings provide opportunities for teacher input, there's room for improvement, such as enhancing the effectiveness of PLC discussions and considering broader faculty involvement in decision-making processes.

What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

Teachers have limited involvement in deciding which assessments will be used to evaluate individual students or the program as a whole. Teachers are typically given assessments by district appointed leaders, with minimal to no input in the decision-making process. Some teachers feel that the assessments they use may not align with curriculum guidelines, indicating a disconnect between the assessments and instructional goals. Overall, the consensus is that central office staff and strategist largely dictate the assessments and programs used, leaving teachers with little influence over the selection process.

Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to be identified?

School committees and decision-making bodies generally provide opportunities for teachers, parents, paraprofessionals, support staff, and students to be heard and contribute to solutions:

- **Parent meetings at the school are open to teachers, allowing for collaboration and communication between different groups.**
- **Positive relationships among parents, teachers, paras, and support staff are emphasized to foster good communication and facilitate the identification of positive solutions.**
- **There are different ways for voicing opinions and concerns, providing everyone with a chance to contribute to decision-making processes.**
- **Teachers feel they have a voice and can provide input in decision-making communities, allowing them to address concerns and suggest solutions.**

Overall, while there are mechanisms in place for input and collaboration. However, some teachers feel they have minimal say in decision-making processes, suggesting that there may be room for improvement in ensuring all voices are heard and valued.

What are the perceptions of students, parents and community about the LEA(Local Education Agency, WISD) and campus?

The perceptions of students, parents, and the community about the Local Education Agency (LEA) and the campus are generally positive, with some key observations:

1. **Parental Involvement:** Parents express a desire for more information and involvement in their child's education, particularly during ARD meetings. This suggests a need for increased communication and collaboration between the school and parents.
2. **Initial Mixed Perceptions:** At the beginning of the school year, perceptions may be mixed among parents and students. However, as the year progresses and positive results are observed, perceptions tend to become more favorable.
3. **Positive Impact on Students:** There is a belief that the LEA and campus initiatives contribute to improved student performance and retention rates, leading to fewer dropouts.
4. **Importance of Involvement:** Positive perceptions are often associated with increased parental and community involvement, which is seen as beneficial for students' academic achievements and overall success.
5. **Overall Positive Image:** The campus enjoys a generally positive reputation, as evidenced by its high enrollment within the district, indicating satisfaction and trust among students, parents, and the community.

Overall, while there may be areas for improvement such as enhancing parental involvement and communication, the prevailing perceptions indicate confidence in the LEA and campus's ability to support student success.